

NYAR Savannah Program 2015

National Youth-at-Risk Conference, Savannah

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GEORGIA
SOUTHERN
UNIVERSITY

NATIONAL YOUTH-AT-RISK CENTER

HOSTED BY

The College of Education

The Division of Continuing Education

Georgia Southern University, Statesboro, GA

MARCH 1 – 4

2015

Hyatt Regency Hotel on the Historic
Riverfront in Savannah, GA

26TH ANNUAL
NATIONAL
YOUTH-AT-RISK
CONFERENCE PROGRAM

Empowering Youth for Success in School and Life:
Overcoming Poverty, Violence, and Failure

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MARCH 2015

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NATIONAL YOUTH-AT-RISK



IN THIS ISSUE

Better friends, more benefits



Best of after-school
After-school programs and activities are more important than ever. What does it mean?
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Gathering data
Parents are asked, repeatedly, for more information about their child and who they serve.
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Profile: Carla Sanger
A lifelong after-school advocate and advocate.
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The relationship between after-school and schools is stronger than ever. What does it mean?



Building wraparound bridges to meet kids' needs

Building wraparound bridges to meet kids' needs

Needs have grown, but public services haven't kept pace during tough economic times.



Need Grants?



MENTAL HEALTH



Getting at the Roots of Trauma
When violence and trauma come from within, it's hard to see. How do we get at the roots?
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Eating Disorders
A young girl's battle with an eating disorder leads to a shocking discovery.
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Teen Suicide
Why teens commit suicide—and what can be done to prevent it.
Page 15

SELF-HARM

Identifying and supporting teens who intentionally hurt themselves

For some students, showing the staff they can't be trusted is a dangerous strategy, such as self-harm or self-harm.



Yoga Stretches Kids' Bodies - and Minds



Teen Suicide



TRANSTEENS
Transgender teens come from all over the world to participate in Christopher Street Day and other events. They are celebrated by school and community groups. But what happens to those who don't have a safe space?
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DRUMBEAT
Program Provides a Safe Space for Rhythmic Reflection
African drumming program provides a safe space for students to express themselves.
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You serve America's Youth Let us serve you

Youth Today is the **ONLY** national publication focused entirely on the **latest news, best practices, information and issues** surrounding youth and those who work with them, releasing new articles and information on a daily basis.

Need Grants?

Check out the Grants Available section of Youth Today both in print and online!

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• WELCOME •
to the
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YOUTH *today*

Contact Spencer Cullom at (470)578-2975 or scullom@youthtoday.org for a complimentary print issue of Youth Today.

Subscribe online using the promotion code **NYAR0315** to obtain the discounted subscription rate offered to all **2015 National Youth At-Risk Conference Attendees**.

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WELCOME. NATIONAL YOUTH-AT-RISK

Dear Conference Attendees



On behalf of the Planning Council and our sponsors, we welcome you to the 26th Annual National Youth-At-Risk (NYAR) Conference sponsored by the NYAR Center in the College of Education at Georgia Southern University. The conference provides up-to-date comprehensive professional development for adults who serve youth based on the “5H” (Head, Heart, Hands, Health, Home) protective factors and aligned with the Title I and Title IIA National Standards. Choose from over 120 training sessions featuring research-based programs and best practices for creating safe, healthy, caring, and intellectually empowering environments that foster the well-being of all youth, especially children and adolescents in poverty. This year, we highlight the following special presentations brought to you by the NYAR Center: Toe Tag Monologues, the PLUS Program for Monitoring School Safety, National Standards for “At-Risk” Youth, and the NYAR Journal. Be sure to attend the movie presentation of “Girlhood” and the Poster Reception on Monday and Tuesday afternoons respectively. Also, take time to see the Exhibit Expo, network with your colleagues, and enjoy historic Savannah. The success of the conference does not end with four days of professional development in Savannah—the NYAR Center extends year-round educational services to adults serving youth by providing free access to the online NYAR Journal, the PLUS Program for Monitoring School Safety, “Closing the Achievement Gap” Website, and Educational Webinars. Take advantage of these free educational services by visiting the NYAR Center website.

Dan Rea and Eric Landers
Co-Directors of the NYAR Center
College of Education
Georgia Southern University

Conference Mission

The conference trains adults who serve youth to create safe, healthy, caring, and intellectually empowering educational environments that foster the well-being of all children and adolescents. To accomplish this mission, it offers over 120 presentations by nationally and internationally recognized presenters to over 1200 conference participants from across the United States. In these presentations, participants learn about current research-based educational programs and strategies, which empower young people to overcome at-risk conditions that may threaten their safety, health, emotional needs, and academic achievement. Participants also gain knowledge of proactive solutions and best practices for meeting the serious challenges faced by youth today such as school violence, poverty, learning difficulties, underachievement, achievement gaps, illiteracy, boredom, apathy, low expectations, misbehavior, dropout, drugs, bullying, gangs, teen pregnancy, sexual harassment, racism, and dysfunctional families. Furthermore, participants gain effective educational tools to build strong caring schools, communities, and families, which can meet the diverse needs of all our young people.

“5H” CONFERENCE STRANDS

- I. “HEAD”: ACADEMIC ACHIEVEMENT & LEADERSHIP**
Closing achievement gaps and promoting learning for all children and youth especially for high-poverty populations.
- II. “HEART”: SOCIAL & EMOTIONAL SKILLS**
Fostering social and emotional skills and the social climate for all children and youth especially for high-poverty populations.
- III. “HANDS”: SAFETY & VIOLENCE PREVENTION**
Preventing violence and ensuring safety for all children and youth especially for high-poverty populations.
- IV. “HEALTH”: MENTAL & PHYSICAL HEALTH**
Promoting the mental and physical health of all children and youth especially for high-poverty populations.
- V. “HOME”: FAMILY & COMMUNITY**
Developing and enhancing family and community support for all children and youth especially for high-poverty populations.

Conference History and Future Vision

In 1990, the NYAR Conference was founded by the College of Education of Georgia Southern University and is currently administered by the College of Education's NYAR Center. During the past 26 years, the conference has grown from a regional conference of 150 participants to a national conference of approximately 1200 participants and is beginning to attract participants from several nations. In the next five years, the conference plans to expand to 1400 to 1600 national and international participants and to further enhance the quality and diversity of the conference program and presentations. The co-directors of the NYAR Center envision the conference as providing national leadership, service, and research for the professional development of educators who serve youth placed at risk.

NATIONAL YOUTH-AT-RISK JOURNAL

OVERVIEW

The National Youth-At-Risk Journal (NYAR Journal) is an open-access and peer-reviewed online journal that publishes educational articles on how to reduce harmful risk conditions and promote the well-being of all youth, especially vulnerable youth in schools, families, and communities. The journal, edited by Dr. Cordelia Zinskie, Dr. Dan Rea, Dr. James Jupp, and Dr. Eric Landers, is a publication of the National Youth-At-Risk (NYAR) Center in the College of Education at Georgia Southern University.

INTERDISCIPLINARY ARTICLES

Focused on the well-being of the whole child, the NYAR Journal seeks interdisciplinary articles on fostering the 5Hs: "Head" for intellectual achievement and talents, "Heart" for social and emotional skills, "Hands" for safety and protection, "Health" for physical and mental health, and "Home" for family and community support.

CALL FOR SUBMISSIONS

This newly launched biannual journal is accepting manuscripts in the following categories: research articles, literature syntheses, practitioner reports, book reviews, and essays. Alternative submissions such as poetry, artwork, and other media will also be considered. Visit the NYAR Journal website (<http://digitalcommons.georgiasouthern.edu/nyar/>) for journal policies including submission guidelines. Please e-mail the editor at nyarjournal@georgiasouthern.edu with questions or inquiries.

MEET THE EDITORS

Check the NYAR Conference Program for an opportunity to meet the editors of this new journal on March 3, Tuesday at 10:15 a.m. in Ballroom D. This conference session is especially relevant to educators who want to learn about and publish practitioner articles for serving youth placed at risk.



NATIONAL YOUTH-AT-RISK CENTER
coe.georgiasouthern.edu/nyar/



College of Education, Georgia Southern University

OVERVIEW

In March, 2013, Georgia Southern University President Brooks Keel approved the National Youth-At-Risk (NYAR) Center founded and located in the College of Education. The NYAR Center, co-directed by Dr. Dan Rea and Dr. Eric Landers, is a year-round educational center devoted to "helping adults serve youth."

MISSION

The NYAR Center develops and coordinates educational initiatives to foster the intellectual, social, emotional, and physical well-being of youth placed at risk by providing professional development, research support, and resource assistance for adults serving youth within Georgia and throughout the USA.

HOLISTIC VIEW

The Center promotes the well-being of the whole child by educating the "whole village" of stakeholders including school personnel, community service providers, and family members. The Center takes an interdisciplinary approach to youth development fostering the "5H" protective factors: "Head" for intellectual achievement and talents, "Heart" for social and emotional skills, "Hands" for safety and protection, "Health" for physical and mental health, and "Home" for family and community support.

EDUCATIONAL INITIATIVES

- NYAR Conferences in Savannah & Las Vegas
- PBIS Conference presently in Savannah
- Free "Closing the Achievement Gap" Website
- Free Online NYAR Journal
- Free Educational Webinars
- Free PLUS Program for Monitoring School Safety
- Researcher & Practitioner Awards (Mini-grants)
- Center Affiliation Support
- Support for Gulfstream's Student Leadership Program

AT.A.GLANCE. NATIONAL YOUTH-AT-RISK

March 1. SUNDAY

1 p.m.	Check-In Opens, Lobby, On-site Registration Opens Exhibitors, Balcony & Lobby Areas
2:30 – 5:30 p.m.	Pre-Conference Workshops (page 8)
6 – 8 p.m.	Grand Keynote Banquet, Hyatt Regency Ballroom Keynote Presentation, Marcia L. Tate (page 9)

March 2. MONDAY

8 a.m.	Check-In Opens, Lobby, On-site Registration Opens Exhibitors, Balcony & Lobby Areas
7:30 – 8:30 a.m.	Continental Breakfast, Ballroom Pre-Function Area
8:30 – 10:15 a.m.	High Flying Schools Award Ceremony Hyatt Regency Ballroom Keynote Presentation, Geoffrey Canada (page 10)
10:30 – 11:45 a.m.	Concurrent Sessions (pages 11 - 12)
11:45 a.m. – 1:15 p.m.	Lunch on your own
1:15 – 2:30 p.m.	Concurrent Sessions (pages 13 - 15)
3 – 4:15 p.m.	Concurrent Sessions (pages 16 - 18)
4:15 p.m.	Turn in Evaluations
4:45 p.m.	Film Screening - Girlhood: Growing up on the Inside Ballroom D and E (page 19)

March 3. TUESDAY

8 a.m.	Check-In Opens, Lobby, On-site Registration Opens Exhibitors, Balcony & Lobby Areas
7:30 – 8:30 a.m.	Continental Breakfast, Ballroom Pre-Function Area
8:30 – 9:45 a.m.	Concurrent Sessions (pages 20 - 22)
10:15 – 11:30 a.m.	Concurrent Sessions (pages 23 - 25)
10:15 a.m. – 12 p.m.	Poverty Simulation (page 23)
11:30 a.m. – 1 p.m.	Lunch on your own
1 – 2:15 p.m.	Concurrent Sessions (pages 26 - 28)
2:45 – 4 p.m.	Concurrent Sessions (pages 28 - 30)
4 – 5:30 p.m.	Poster Session Reception (pages 31 - 44)
4 p.m.	Turn in Evaluations
4:30 p.m.	PLU Mastery Test, Scarbrough 1

March 4. WEDNESDAY

7:30 a.m.	Check-In Opens, Lobby, On-site Registration Opens Exhibitors, Balcony & Lobby Areas
7:30 – 8:15 a.m.	Continental Breakfast, Ballroom Pre-Function Area
8 – 9:15 a.m.	Hyatt Regency Ballroom Keynote Presentation, Jane Bluestein (page 47)
9:45 – 11 a.m.	Concurrent Sessions (pages 47 - 50)
11:15 a.m. – 12:30 p.m.	Concurrent Sessions (pages 50 - 52)
12:30 p.m.	Turn in Evaluations
12:45 p.m.	PLU Mastery Test, Scarbrough 1



SEE INDEX & SPEAKER BIO'S

Pages 53 - 57



NAME BADGES MUST BE WORN

To be admitted to the banquet on Sunday, March 2 & the breakfast each day you must wear your name badge.



PLEASE RESPECT THE SESSION

Please turn off cell phones or digital device during each presentation. Do not enter any session late. Thank you!



POSTER SESSIONS

This year's Poster Sessions will be held in the Harborside Center. Poster Sessions provide an opportunity for interaction and consultation with highly respected professionals with expertise in specific areas. These sessions feature visual aids and handouts.



SEATING CAPACITIES

The smaller presentation rooms fill quickly. **Please arrive early for presentations in those rooms and be prepared with a second choice.**



DOWNLOAD THE FREE confplus MOBILE APP

View and evaluate the conference on your smart phone or tablet. *Details on page 7.*

HYATT. FLOOR PLAN

Visit the Exhibitors

20/20 Enterprises

Active Parenting Publisher

Botvin LifeSkills Training

Connected Health Issues

College Of Education, Georgia Southern University

Continuing Education, Georgia Southern University

Deputies Making a Change

DNA Educational Solutions and Supports

Dream of a Nation

Friends First

George E. Miller Art Studio

Get Your Youth Ready to M.O.V.E.

Hustle University

Jane Bluestein

Joe Johnson Speaks

Life Skills

myIGDIs

National Runaway Safeline

NBC News Education Station

Oh, Shift!

One Circle Foundation

PLUS Program

Progressive Bridges, Inc.

Read Right Systems, Inc.

Renee Sullivan Photography

Scavenger Hunt

Screening for Mental Health

The Cambio Group

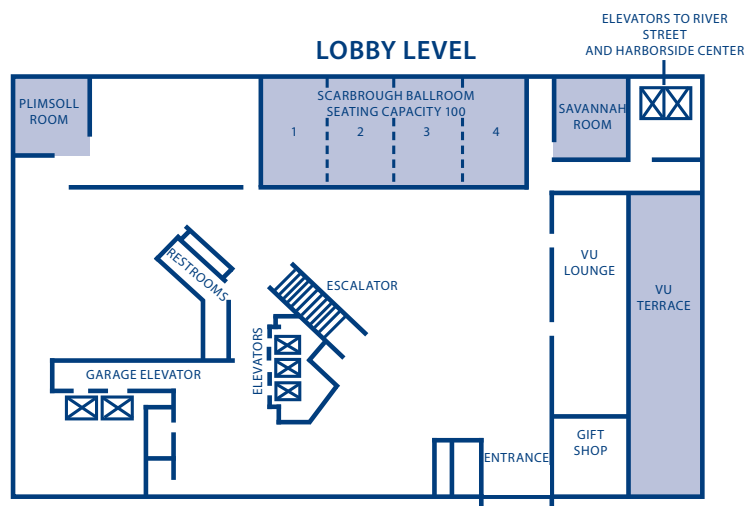
The Empowerment House

Tools for Life

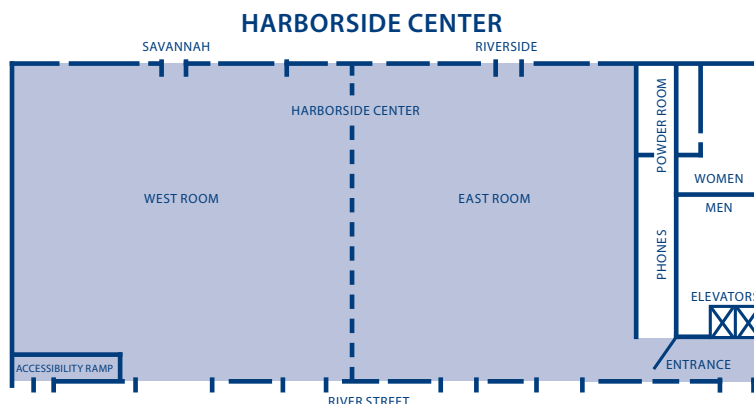
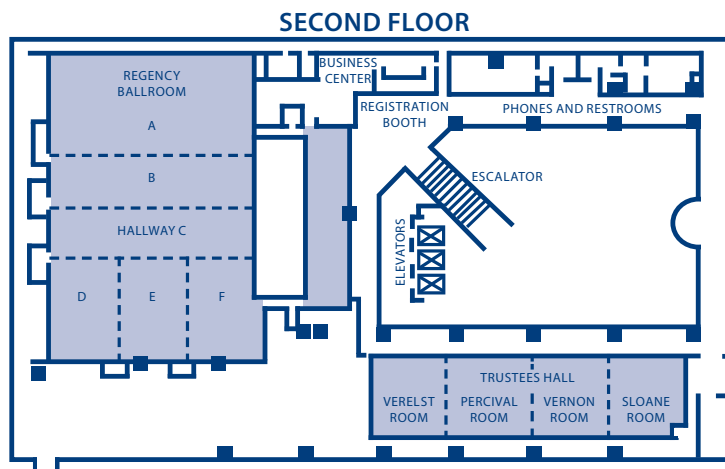
WYMAN-Teen Outreach Program

YouthToday

Youth Villages-Inner Harbour Campus



NEW THIS YEAR!
Visit the NYAR Exhibitors in the Balcony & Lobby Areas of the hotel.



CREDITS. NATIONAL YOUTH-AT-RISK

Continuing Education Units

ALL PARTICIPANTS

Conference participants will be awarded 1.50 Continuing Education Units (CEUs) for 15.0 hours of participation through the Continuing Education at Georgia Southern University. Certificates will be mailed after the conference upon request via the online conference evaluation form.

This program has been approved by the following:

Counselors: Licensed Professional Counselors Association of Georgia (LPCA).

Marriage and Family Therapists: Georgia Association of Marriage and Family Therapy (GAMFT).

Social Workers: National Association of Social Workers (NASW).

Preventionists: Prevention Credentialing Consortium of Georgia (PCCG).

Peace Officers: Georgia Peace Officers Standards and Training (POST).

****Sign In Sheets for all associations listed above will be at the Conference Registration Desk.**

Professional Learning Units

Participants of the 26th Annual National Youth-At-Risk Conference who hold a valid Georgia Teaching Certificate or Paraprofessional License or who are working towards a Paraprofessional License will be eligible for one (1) PLU credit hour. One (1) Professional Development Unit (PLU) credit is available for participants who attend 10 hours of the conference. Recipients must successfully complete a short written examination of the material covered. Successful PLU candidates will receive their PLU credit forms within 4-8 weeks following the conclusion of the conference. These forms may be submitted to employing GA public school systems for 1 credit toward certification renewal. PLU credit is used by employees of Georgia public school systems who currently hold certificates in an approved field (certified teachers, school counselors, administrators, etc.) as credit toward RENEWING their existing certificates.

PLU EXAM & APPROVAL

You must turn in your Prior Approval Form no later than 10 a.m. on Monday, March 2. Those who have turned in a completed PLU Prior Approval Form will be given a copy of the conference's objectives to review while attending the conference (you will need this form to receive access to the Mastery Test). The Mastery Test will be given on Tuesday at 4:30 p.m. and Wednesday at 12:45 p.m. for those who have already attended 10 hours of the conference. Report to SCARBROUGH 1 for testing. Please allow at least 30 minutes to take the test.

DOWNLOAD your paper copy of the 2015 Conference Program to your smart phone or tablet.



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SUNDAY PRE-CONFERENCE WORKSHOPS

2:30 – 5:30 p.m.



SCARBROUGH 1

ENGAGING PARENTS FOR STUDENT ACHIEVEMENT AND DISCIPLINE PREVENTION

Grant Rivera, Chief Leadership & Learning Officer for Cobb School District, Atlanta, GA

In this interactive workshop, participants will learn take-home strategies to better engage families and community stakeholders in critical school improvement processes such as student achievement and discipline prevention. Particular attention will be given to creating proactive, systemic solutions that better engage traditionally “disengaged families” and prevent chronically “at-risk” youth from falling through the cracks of the schoolhouse sidewalk.



SCARBROUGH 2

SHOUTING WON'T GROW DENDRITES: MANAGING A BRAIN-COMPATIBLE CLASSROOM FOR MAXIMUM STUDENT ACHIEVEMENT

Marcia L. Tate, Founder and Educational Consultant of Developing Minds, Inc., Conyers, GA

Have you ever noticed that the louder some teachers get when reprimanding students, the louder those students also become? Learn 20 hands-on techniques for managing an active, brain-compatible classroom without ever raising your voice. Learn to alleviate 100% of your behavior problems to maximize student achievement. Eliminate at least 50% by the way you set up the physical environment in your classroom and deliver engaging lessons. After all, your best defense against classroom management problems is an engaging lesson for student achievement. Get rid of another 40% by developing and implementing a proactive management plan that includes rituals, celebrations, and consequences to further increase student engagement and achievement. Then tackle the most challenging 10% by using techniques that work with chronic behavior disorders such as attention-deficit, conduct, or oppositional disorder. You will also experience the bonus of learning to create a home environment that minimizes stress and maximizes calmness!



SCARBROUGH 3

LEADERSHIP MATTERS: IMPROVING BEHAVIORAL AND ACADEMIC OUTCOMES THROUGH RESEARCH-BASED PRACTICE

Steven W. Edwards, Ph.D., President, CEO, Edwards Educational Services, Inc., Alexandria, VA

Jason LaFrance, Ed.D., Director, Georgia Southern University Center for Educational Leadership and Service, Statesboro, GA

We know that leadership is complex and highly contextual. As such, it is vital that leaders not only understand “what” has worked in other schools, but also the research that answers “why” these strategies work. In this interactive workshop, Dr. LaFrance and Dr. Edwards will bring together research and practical strategies for successfully turning around schools and improving behavioral and academic outcomes.



Space may still be available for pre-conference workshops.

Visit on-site registration on the second floor.

GRAND KEYNOTE BANQUET

6 p.m.

REGENCY BALLROOM

Master of Ceremonies

Dan Rea, Co-Director, NYAR Center, Professor, College of Education, Georgia Southern University, Statesboro, GA

Featuring: PINE FOREST SCHOOL OF ARTS CHOIR

Under the direction of Terri Wester, Music Teacher, Pine Forest School of Arts, Jacksonville, FL

Welcome

Edna Jackson, Mayor, Savannah, GA

Toe Tag Monologues

R. Byron Stringer, Founder and Executive Director, Toe Tag Monologues, Las Vegas, NV

Toe Tag Monologues written by R. Byron Stringer, a retired police officer, presents dramatic skits of real life and death situations that our children face daily, such as school violence, drug abuse, teen pregnancy, drunk driving, gang violence, teen suicide, bullying, and teen prostitution. The dramatization of these tragic situations creates teachable moments from which we can all learn.

Introduction of Keynote Speaker

Charles Wilson, Superintendent, Bulloch County Schools, Statesboro, GA

KEYNOTE PRESENTATION

7:10 – 8:10 p.m.



REGENCY BALLROOM

WORKSHEETS DON'T GROW DENDRITES: 20 INSTRUCTIONAL STRATEGIES THAT ENGAGE THE BRAIN

Marcia L. Tate, Founder and Educational Consultant of Developing Minds, Inc., Conyers, GA

"If students don't learn the way we teach them, then we must teach them the way they learn."

Experience 20 brain compatible strategies that maximize understanding and memory. Use music, metaphor, and movement to increase academic achievement and meet current standards for all students. Explore research that shows why these learning strategies are effective and preferable to others. Ensure that brains retain key concepts, not only for tests, but for life!

Our Thanks to the 2015 Planning Council

Dan Rea, Conference co-chair

Professor, Curriculum, Foundations, and Reading, College of Education, Georgia Southern University

Eric Landers, Conference co-chair

Associate Professor, Teaching and Learning, College of Education, Georgia Southern University

Lynn O'Neal, Conference coordinator

Division of Continuing Education, Georgia Southern University

Ron Alt (ALternatives)

Roenia Deloach (Savannah State University)

Irene Denmark (First District RESA Safe and Drug Free Schools and Communities)

Sissy Dixon (Gulfstream)

John Finney (Economic Opportunity Authority)

Michele Flowers (Northwoods Academy)

Dionne Gamble (Bulloch County Public School System)

Irma Gibson (Albany State University)

Marilyn Hutchinson (Savannah State University)

Carol Jenkins (Duval County Public Schools)

Linda Ann McCall (Armstrong Atlantic State University)

Gary Moore (Chatham County Board of Education Police Department)

Kimberly Moore (Independent Youth Advisor/Consultant)

Aviva Goelman-Rice (Savannah Chatham County Public School System)

Joyce Simmons (Bulloch County Public Schools)

Recha Reid (Savannah State University)

Judith Shuman (Effingham County Board of Education)

Jacqueline (Jackie) Smart (Savannah Chatham School System)

Sherry Smith (Georgia Southern University)

Jason "Mike" Stubbs (Alliance for a Healthier Generation)

Maire Williams (Williams Events)

MONDAY. MARCH 2, 2015

Continental Breakfast, Ballroom A & B

7:30 – 8:30 a.m.

OPENING SESSION

8:30 – 9 a.m.

REGENCY BALLROOM

Master of Ceremonies

Eric Landers, Conference Co-Director, NYAR Center, Associate Professor, College of Education, Georgia Southern University, Statesboro, GA

Featuring: LANGSTON CHAPEL MIDDLE SCHOOL CHOIR

Under the direction of Lawanda D. Allen, Music Teacher, Langston Chapel Middle School, Statesboro, GA

Conferring of High Flying School Awards

Jà Hon Vance, Vice President of Teaching and Learning, JV Educational Consultants Firm, Owings Mills, MD

HIGH FLYING SCHOOLS AWARD CEREMONY

2015 HIGH FLYING SCHOOLS

- Louisville Middle School, Louisville, GA • **PRINCIPAL: KEN HILDEBRANT**
- Kendrick High School, Columbus, GA • **PRINCIPAL: ALONZO JAMES**
- Fowler Drive Elementary School, Athens, GA • **PRINCIPAL: ANISSA JOHNSON**

2015 HIGH FLYING SCHOOLS HONORABLE MENTION

- Bertram Hudson K-8 School, Birmingham, AL
- Cumming Elementary School, Cumming, GA
- Sequoyah Middle School, Doraville, GA
- Shirley Hills Elementary School, Warner Robins, GA
- Sugar Hill Elementary School, Gainesville, GA
- Woodbridge Middle School, Woodbridge, VA

Introduction of Keynote Speaker

Dr. Whit Myers, Executive Director, First District RESA, Brooklet, GA

MONDAY KEYNOTE PRESENTATION

9 – 10 a.m.



REGENCY BALLROOM

THE CRISIS FACING YOUTH: WHAT ADULTS & COMMUNITIES CAN DO TO SAVE OUR CHILDREN

Geoffrey Canada, American Social Activist and Educator, Harlem Children's Zone, New York City, NY

American youth face problems that many of us have never imagined. The issues of violence, gangs, drugs, and failing schools are not confined to one city or community. You find these problems in urban and rural areas, both within rich and poor communities. The answers are not to be found in any one strategy; individuals, families, schools, and communities must develop a plan of action to save our children. An educator and advocate, Geoffrey Canada offers a vision that with hard work, dedication, and a prioritizing of our resources, we can create a safe, caring, and stimulating environment for all our children.

Question and Answer Session with Geoffrey Canada

10 – 10:15 a.m.

MONDAY. MARCH 2, 2015

Break - Visit the NYAR Exhibitors

10:15 – 10:30 a.m.

Monday Concurrent Sessions

10:30 – 11:45 a.m.



HARBORSIDE CENTER EAST

REACHING VS. TEACHING: HOW TO CONNECT WITH YOUTH IN A WAY THAT CHANGES BEHAVIOR

FEATURED SPEAKER: Jackie Brewton, CEO of MotivationN3D, Smyrna, GA

Jackie Brewton's "Reaching vs. Teaching" workshop will equip attendees with tried and true techniques that have helped her to empower thousands of girls, as well as guys, to choose to delay sexual activity as the "best choice" option for their future. Attendees will learn effective approaches to connect with youth for long-term behavioral change including: the importance of knowing their world and using culturally relevant examples; teaching students towards something not away from something; and how to help students think, not tell them how to think.



HARBORSIDE CENTER WEST • This session will repeat Tuesday @ 10:15 - 11:30 a.m.

BEHAVIOR IS A SYMPTOM...NOT THE PROBLEM!

FEATURED SPEAKER: HOTE, Educational Success Strategist, Author, Trainer, Atlanta, GA

Behavior is a symptom...not the problem! This presentation demystifies common behavior problems exhibited in schools by first explaining why they occur and then teaching how to change them. This workshop will: share the precursors that lead to problem behaviors, inform how to transform academic and behavioral outcomes, explain what leads to at-risk behaviors and why people repeat the same negative behaviors, and demonstrate how relevance and relationships impact behavior and enhance academic achievement.

Monday Concurrent Sessions

10:30 – 11:45 a.m.

SCARBROUGH 1

Monday

10:30 - 11:45 a.m.

TOE TAG MONOLOGUES

R. Byron Stringer, Founder and Executive Director, Toe Tag Monologues, Las Vegas, NV

Toe Tag Monologues written by R. Byron Stringer, a retired police officer, presents dramatic skits of real life and death situations that our children face daily, such as school violence, drug abuse, teen pregnancy, drunk driving, gang violence, teen suicide, bullying, and teen prostitution. The dramatization of these tragic situations creates teachable moments from which we can all learn.

SCARBROUGH 2

Monday

10:30 - 11:45 a.m.

SUPPORTING THE NEEDS OF "AT-RISK" BEGINNING TEACHERS

Adam Myers, Professor, LaGrange College, LaGrange, GA

This session is designed to provide teachers, teacher leaders, principals, and support staff relevant research and best practices for incorporating induction support to novice teachers who have been placed in low-performing schools. This interactive session will include participant discussion on the characteristics of beginning teachers and how mentoring and coaching can significantly impact their retention and effectiveness.

SCARBROUGH 3

Monday

10:30 - 11:45 a.m.

RELATIONSHIP BUILDING: THE POWER OF SELF-DISCOVERY

Amanda Miliner, 2015 Georgia Teacher of the Year, Miller Elementary School, Warner Robins, GA

Building positive relationships with others is a critical component for professional and personal success. Oftentimes leaders focus on discovering others before they have truly embarked upon a journey of self-discovery. Amanda's personal stories of building relationships as a student and as a Georgia Teacher of the Year confirm the impact of positive relationships on her success in and out of the classroom.

SCARBROUGH 4

Monday

10:30 - 11:45 a.m.

"HIGH FLYING SCHOOL" SHOWCASE

Ken Hildebrant, Principal, Louisville Middle School, Louisville, GA; Alonzo James, Principal, Kendrick High School, Columbus, GA; and Anissa Johnson, Principal, Fowler Drive Elementary School, Athens, GA

Teachers and principals from three "High Flying Schools" showcase how they closed achievement gaps and raised achievement for all students in their schools. The audience is invited to hear their stories and ask questions. "High Flying Schools" meet six criteria: (1) high achievement, (2) high poverty, (3) high diversity, (4) community collaboration, (5) citizenship development, and (6) democratic education.

Monday Concurrent Sessions		10:30 – 11:45 a.m.
PERCIVAL Monday 10:30 - 11:45 a.m.	CAN SPELLING BE REMEDIATED? YES! BUT IT REQUIRES A CONSTRUCTIVIST APPROACH <i>Dee R. Tadlock, Adjunct Professor, Central Washington University, Ellensburg, WA</i> <p>Spelling ability seems to be something that students either have or they do not have. Attempts to improve spelling through memorizing word lists or studying word origins have little effect. Learn about an innovative, constructivist-based approach that works quickly to remediate spelling problems and how you can implement it in your classroom.</p>	
SAVANNAH Monday 10:30 - 11:45 a.m.	"AT PROMISE, NOT AT RISK": AN EVIDENCE-BASED "ABOVE THE WAIST" APPROACH TO TEEN PREGNANCY PREVENTION <i>Michael Carrera, Professor Emeritus of Health Sciences and Adjunct Professor of Community Medicine, The Children's Aid Society (CAS); Shelia Reich, Senior Assistant Director for National Expansion and Quality Assurance, CAS; Ronald Skeete, Georgia Fidelity Manager, CAS; and Mercedes Brown, Program Assistant, CAS, New York, NY</i> <p>Guided by a philosophy that sees youth "at promise, not at risk," the Children's Aid Society (CAS), Carrera's holistic, evidenced-based approach helps cultivate youth's capacity and desire to avoid early pregnancy and helps to break the cycle of poverty and despair. This session, designed for youth development professionals, will review the characteristics of effective, evidence-based programming and related insights on program implementation and scaling.</p>	
SLOANE Monday 10:30 - 11:45 a.m.	STEPS ON HOW TO REDUCE YOUR SCHOOL'S DISCIPLINE REFERRALS <i>Al Parker, Certified National Education Trainer, Center for Teacher Effectiveness, Atlanta, GA and Marcia Parker, Certified National Education Trainer, Center for Teacher Effectiveness, Atlanta, GA</i> <p>So much of a teacher's time is committed to the handful of students who are continuously disrupting the classroom and having to be addressed. "Time To Teach" is a set of classroom strategies proven to eliminate the multiple warnings and repeated requests in a way that is efficient and effective.</p>	
VERELST Monday 10:30 - 11:45 a.m.	ENGAGING MILITARY YOUTH IN AFTER-SCHOOL PROGRAMMING FOR RESILIENCY AND POSITIVE LIFE SKILL DEVELOPMENT <i>Kasey Bozeman, 4-H and Youth Extension Agent, University of Georgia, Athens, GA; Willie Burden, Professor of Sports Management, Georgia Southern University; and Drew Zwald, Professor of Coaching Education, Georgia Southern University, Statesboro, GA</i> <p>Since the events of September 11, 2001, military service members have experienced frequent war zone deployments, causing issues of separation, anxiety, and stress in military youth. Using established learning models and curriculum development tools, attendees learn how to plan, implement, and evaluate after school programming for military youth, enabling them to build resiliency and develop life skills to deal with these challenges.</p>	
VERNON Monday 10:30 - 11:45 a.m.	THE UNPREDICTABLE TEEN: HELPING TEENS DIAGNOSED WITH BIPOLAR DISORDER <i>Jacqueline Robinson, Associate Professional Counselor, Mercer University, Atlanta, GA and Kenyon C. Knapp, Sr., Assistant Coordinator and Assistant Professor, Mercer University, Atlanta, GA</i> <p>Learn how to help teens diagnosed with bipolar disorder (BPD). Objectives include: (1) draw distinction for participants in difference between controllable behaviors versus uncontrollable symptoms of a disorder; (2) aid participants in recognizing the warning signs of BPD; (3) teach effective interpersonal interaction with teens with BPD; (4) teach steps of de-escalating a teen with BPD; (5) integrate Marsha Linehan's Dialectical Behavior Model model of treatment into treating a teen with BPD; and (6) participants will learn how to empower teens with BPD through encouraging/teaching taking personal responsibility for their illness. Target audience includes parents, teachers, child and adolescent counselors, school counselors, and family therapists.</p>	
PLIMSOLL Monday 10:30 - 11:45 a.m.	IMPROVE ATTENDANCE, ATTITUDE, AND ACHIEVEMENT FOR STUDENTS AT-RISK <i>Robert L. Kirton, Founder DNA Educational Support Services, Greensboro, GA</i> <p>This multimedia interactive presentation will provide complementary, evidence-based material, hands-on knowledge, and a work product in hand for increasing student achievement, especially for students at risk. Administrators, counselors, and teachers will leave the session with a personal work product in hand, innovative tools, and a framework that targets resources and engages everyone on the team with the goal of improving attendance, attitude, and academic achievement for all students.</p>	

MONDAY. MARCH 2, 2015

Monday Concurrent Sessions

1:15 – 2:30 p.m.

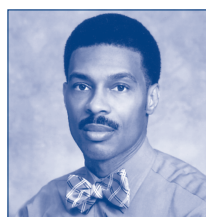


HARBORSIDE CENTER EAST • This session will repeat @ 3 - 4:15 p.m.

CHANGE YOUR LANGUAGE, CHANGE THEIR LIVES: WHAT ADULTS CAN SAY DIFFERENTLY TODAY TO CHANGE THE BRAINS OF TOMORROW

FEATURED SPEAKER: *Frank Kros, President, The Upside Down Organization, Baltimore, MD*

Neuroscience discoveries have revolutionized our understanding of how the brains of our children learn and grow. In particular, brain research reveals how the specific language used by adults who teach, mentor, counsel, and parent youth has a much more profound effect on their development than previously realized. Learn the four powerful “languages of the brain” that transform the lives of the children you serve. Participants learn a new way of talking to youth that builds resilience, promotes intrinsic motivation, enhances cognitive stimulation, and creates kaleidoscope thinkers.



HARBORSIDE CENTER WEST

CLOSING THE ACHIEVEMENT GAP FOR MALES OF COLOR IN THE CLASSROOM: TEACHING CREATIVELY

FEATURED SPEAKER: *Jà Hon Vance, Educational Consultant and Vice President of Teaching and Learning, JV Educational Consultants Firm, Owings Mills, MD*

This presentation on closing the achievement gap for males of color focuses on contemporary educational frameworks used to understand instructional quality, student engagement, youth development, parenting, and leadership in racially diverse communities. The presenter shares guiding principles and practices that have led to males of color achieving academic success in the classroom. Educators will learn how to raise achievement levels for males of color—while narrowing the gaps between groups—by increasing community, teacher, student, and family engagement in the learning process.

Monday Concurrent Sessions

1:15 – 2:30 p.m.

BALLROOM A

**Monday
1:15 - 2:30 p.m.**

**This session will
repeat @
3 - 4:15 p.m.
in Harborside
Center West**

MONITORING SCHOOL SAFETY WITH THE PLUS PROGRAM (FREE SAFETY MONITORING SERVICE FOR PARTICIPATING SCHOOLS)

FEATURED SPEAKERS: *Eric Landers, Co-Director, National Youth-At-Risk Center, Associate Professor, Georgia Southern University, Statesboro, GA and John Vandenburg, Program Developer, PLUS Program, Murrieta, CA*

Neri Romero, Assistant Professor in Special Education, Georgia Southern University; Eunbae Lee, Assistant Professor in Leadership, Technology, and Human Development, Georgia Southern University; and Katie Ward, Graduate Assistant for the National Youth-At-Risk Center, Georgia Southern University, Statesboro, GA

To monitor school safety, participants of this workshop will be given FREE access to the Survey and Resource Database (SRD) utilized by the National Youth-At-Risk Center and the PLUS Program. With access to the SRD, participants will be able to create unlimited student surveys throughout the year and save student-reported behavior data in an online portal to analyze monthly trends. This unique survey instrument enables schools and communities to choose the questions they seek to ask and tailor survey development to meet the needs of the local community served. With the ability to analyze month-to-month trends, schools, districts, and organizations will be able to modify their action plans throughout the year and administer effective interventions in a timely manner. Over the course of time, users of the SRD will be able to predict behavior trends before they happen in the year. Participants of this session work alongside researchers from the National Youth-At-Risk Center and founders of the PLUS Program to learn how to utilize the SRD as part of their school safety program. Outcomes include: (1) participants learn a variety of strategies to gather data using the SRD; (2) understand how to use the SRD to analyze short-term goals that drive a yearlong action plan; and (3) learn how to use survey and resource database to examine significant disproportionate behavior amongst subgroups of a community or school.

BALLROOM B

**Monday
1:15 - 2:30 p.m.**

ENGAGING TRADITIONALLY “DISENGAGED” FAMILIES IN STUDENT ACHIEVEMENT, DISCIPLINE PREVENTION, AND SCHOOL REFORM

Grant Rivera, Chief Leadership and Learning Officer for Cobb School District, Atlanta, GA

Participants will learn strategies to better engage families and community stakeholders in critical school improvement processes such as student achievement and discipline prevention. Particular attention will be given to creating proactive, systemic solutions that better engage traditionally “disengaged families” and prevent chronically “at-risk” youth from falling through the cracks of the schoolhouse sidewalk.

Room Monitors will be collecting MONDAY evaluations at the end of each session.

Monday Concurrent Sessions		1:15 – 2:30 p.m.
BALLROOM D Monday 1:15 - 2:30 p.m.	READING AND MATH STRATEGIES FOR STRUGGLING STUDENTS <i>Tonya Hiers, Early Intervention Program Teacher, New Hope Elementary, Locust Grove, GA; Arlene Berry, Early Intervention Program Teacher, New Hope Elementary, Locust Grove, GA; and Kim Trepanier, Special Education Teacher and Department Chair, New Hope Elementary, Locust Grove, GA</i> This presentation will provide Common Core based strategies for teachers to use with students at risk of failure. Participants will engage in tasks that will allow them to experience close reading, constructed response, and mathematical problem solving. These cross-curricular strategies will address literary, informational, and problem-solving standards.	
BALLROOM E Monday 1:15 - 2:30 p.m.	TAPPING INTO WHAT THEY KNOW: CONTEXTUAL GRAMMAR INSTRUCTION AND STUDENT WRITING <i>Michelle Devereaux, Assistant Professor of English and English Education, Kennesaw State University and Darren Crovitz, Associate Professor of English and English Education, Kennesaw State University, Kennesaw, GA</i> Grammar instruction is critical to “at-risk” students’ confidence in both their postsecondary and career readiness. This session details how to bring students’ innate knowledge of grammar to the surface and then transfer that knowledge to their writing. Attendees will receive lesson plans and handouts in this session.	
BALLROOM F Monday 1:15 - 2:30 p.m.	NINE THINGS YOUNG BLACK MALES NEED TO KNOW <i>Kevin L. Smith, Principal, C.E. Williams Middle School for Creative and Scientific Arts, Charleston, SC</i> Rooted in data and years of various experiences working with black males, this session will explore nine essential topics which need to be communicated to young black males to increase their success in school and beyond. Though the title of the session specifically identifies young black males, the topics in this session can benefit all students.	
SCARBROUGH 1 Monday 1:15 - 2:30 p.m.	GIRL POWER! A SCHOOL-BASED MENTORING PROGRAM FOR GIRLS AT RISK <i>Cindy A. Smith, Assistant Professor of Special Education, University of West Georgia, Carrollton, GA, and Kayla Smith, Student Research Assistant, University of West Georgia, Carrollton, GA</i> This session will provide participants with the opportunity to learn more about the Girl Power! mentoring program. Girl Power! targets middle school-aged girls who live in generational poverty by providing mentors who are undergraduate college-aged women. This is a school-based mentoring program with both group and individual mentoring components. Attendees will receive information and materials about all aspects of the program development, administration, and management. This program utilizes the six standards of the <i>Elements of Effective Practice for Mentoring, Third Edition</i> .	
SCARBROUGH 2 Monday 1:15 - 2:30 p.m.	WORKING WITH “AT-RISK” STUDENTS <i>Joe Johnson, National Speaker and Educator, Joe Johnson Speaks, Future 4 Teens, Gainesville, FL</i> This experiential session is designed to illuminate the pitfalls in providing effective care to “at-risk” populations. We will address service and programming gaps in academia, mental health, and community-based organizations. This general session is useful for mental health providers, academic educators, community organization leaders, parents, and young adults.	
SCARBROUGH 3 Monday 1:15 - 2:30 p.m.	PUTTING THE ACTIVE INTO ACTIVITIES: ENGAGING STUDENTS IN THEIR LEARNING FEATURED SPEAKERS: <i>Dawn Gafa-Davis, Professional Secondary Teacher, Hazel Park High School, Hazel Park, MI, and Caryn Ross, Professional Secondary Teacher, Hazel Park High School, Hazel Park, MI</i> Help motivate your students to increase their understanding of what they’re learning by getting them involved in the process. This interactive session lets the attendee experience learning as their students will, as the different activities are examined and modeled in a variety of subject matters. The activities create a greater understanding of the material for the students because the students have become part of the lesson. The lessons themselves have been adapted from traditional learning tools, such as worksheets, to students learning the same concepts cooperatively and kinesthetically. The attendee will leave with at least a half dozen different activities that can be adapted into any subject area and immediately implemented into the classroom.	
SCARBROUGH 4 Monday 1:15 - 2:30 p.m.	EXPLORING THE REALITIES OF CHILD SEX TRAFFICKING IN GEORGIA FEATURED SPEAKER: <i>Amber McKeen, Child Abuse Prevention Trainer, Stephanie V. Blank Center for Safe and Healthy Children, Atlanta, GA</i> This presentation is an introduction to the commercial sexual exploitation of children. Issues addressed in the presentation include: the definition and proper language and terminology to use when discussing sexual exploitation, as well as risk factors and pathways to victimization. We will examine statistics related to child sex trafficking nationally and in Georgia and provide a brief overview of Georgia’s response to the problem. Additionally, we will discuss the reporting process when encountering suspected victims and identify resources available to assist “high-risk” youth and victims of trafficking.	

Monday Concurrent Sessions		1:15 – 2:30 p.m.
PERCIVAL Monday 1:15 - 2:30 p.m.	LET'S TALK: RUNAWAY PREVENTION—BUILDING LIFE SKILLS AND RESILIENCE WITH "AT-RISK" YOUTH <i>Lindsey Shelton, Prevention Specialist, National Runaway Safeline, Chicago, IL</i> <p>This engaging workshop for youth providers will equip participants with a free prevention curriculum to engage youth at risk in social emotional learning and provide information about the services provided by the National Runaway Safeline (1-800-RUNAWAY). Attendees will experience youth-approved activities, discover resources for "at-risk" youth and their families, and develop an action plan to implement this free resource.</p>	
SAVANNAH Monday 1:15 - 2:30 p.m.	CHOICES: A FAMILY-BASED CHILDHOOD OBESITY INTERVENTION FOR LOW-INCOME MINORITY CHILDREN <i>Cynthia Williams Brown, Associate Professor of Physical Education, Winston-Salem State University, Winston-Salem, NC; Claudia Warren, Professor of Education and Coordinator of Birth-Kindergarten Education Program, Winston-Salem State University, Winston-Salem, NC; and Marian Booker, Grant Project Coordinator, Winston-Salem State University, Winston-Salem, NC</i> <p>The objective of this presentation is to discuss the effectiveness of a six-week summer childhood obesity intervention for "minority" children ages 10-12 within low-income communities. Topics will include strategies and best practices for effective summer programming for youth. The target audience includes practitioners, educators, and researchers interested in childhood obesity interventions that involve families and communities.</p>	
SLOANE Monday 1:15 - 2:30 p.m.	THE GREAT GIRLS CLUB: FROM A PILOT PROJECT TO A PROVEN PROGRAM <i>Rhonda Mincey, Founder, The RG Mincey Group, Bluffton, SC</i> <p>Want to help girls to become "great"? The Great Girls Club is an innovative, proven program that has been successfully implemented in several school districts and nonprofit organizations. This program helps girls to become confident and successful through club activities, mentoring, and innovative educational and recreational activities. Attendees will gain insight about the Great Girls Club including some "outside of the box" strategies for program success. Anyone who works with tween and teen girls should attend.</p>	
VERELST Monday 1:15 - 2:30 p.m.	R. E. E. L. '2' R. E. A. L. WORLD "KEEP IT 100!" <i>Pace Goodway, Alternative School Educator, Author, Co-Founder of Believe University, Savannah GA</i> <p>Facebook, KIK, Instagram, Youtube, Twitter, LinkedIn, and Google are the "Now Culture." We as teachers must reach the leaders of the next generation. Attendees will learn how to clarify the difference between the fantasy R.E.E.L. world (Relating Erratic Erroneous Language) and the productive R.E.A.L. world (goals, social skills, self-esteem, planning). You will learn the untruths behind media and entertainment and learn to reach them and teach them with real world skills.</p>	
VERNON Monday 1:15 - 2:30 p.m.	A STRATEGIC FRAMEWORK FOR IMPROVING CONDITIONS FOR LEARNING FOR LGBT STUDENTS <i>Jeffrey Poirier, Principal Researcher, American Institutes for Research, Washington, DC</i> <p>This session will review research-based information about LGBT (Lesbian, Gay, Bisexual, and Transgender) students including: (1) conditions for school learning that are necessary for students to thrive; (2) the school experiences of LGBT students; (3) challenges LGBT students may experience; and (4) strategies and resources educators can use to foster more supportive, safer schools and improve school outcomes for LGBT students. Each attendee will receive a strategic planning tool.</p>	
PLIMSOLL Monday 1:15 - 2:30 p.m.	PARENTAL INVOLVEMENT: ENGAGING A FATHER'S ROLE IN THE SOCIAL AND PSYCHOLOGICAL DEVELOPMENT OF OUR DAUGHTERS <i>Ivan Page, Associate Professor of Social Work, Albany State University, Albany, GA</i> <p>This session will examine the importance of a father's involvement in raising his daughters during their teen years. The objective of this presentation is to discuss: (1) the need for a positive father/daughter relationship, (2) the social and psychological development of teen daughters as a result of father involvement, and (3) some best practices to enhance father/daughter relationship.</p>	

Monday Concurrent Sessions

3 – 4:15 p.m.



HARBORSIDE CENTER EAST

CHANGE YOUR LANGUAGE, CHANGE THEIR LIVES: WHAT ADULTS CAN SAY DIFFERENTLY TODAY TO CHANGE THE BRAINS OF TOMORROW

FEATURED SPEAKER: *Frank Kros, President, The Upside Down Organization, Baltimore, MD*

Neuroscience discoveries have revolutionized our understanding of how the brains of our children learn and grow. In particular, brain research reveals how the specific language used by adults—who teach, mentor, counsel and parent youth—has a much more profound effect on their development and academic learning than previously realized. Learn the four powerful “languages of the brain” that will transform the lives of the children you serve. Participants will learn a new way of talking to youth that builds resilience, promotes intrinsic motivation, enhances cognitive stimulation, and creates kaleidoscope thinkers.



HARBORSIDE CENTER WEST

MONITORING SCHOOL SAFETY WITH THE PLUS PROGRAM (FREE SAFETY MONITORING SERVICE FOR PARTICIPATING SCHOOLS)

FEATURED SPEAKERS: *Eric Landers, Co-Director, National Youth-At-Risk Center, Associate Professor, Georgia Southern University, Statesboro, GA and John Vandenburg, Program Developer, PLUS Program, Murrieta, CA*

Neri Romero, Assistant Professor in Special Education, Georgia Southern University, Statesboro, GA; Eunbae Lee, Assistant Professor in Leadership, Technology, and Human Development, Georgia Southern University, Statesboro, GA; and Katie Ward, Graduate Assistant for the National Youth-At-Risk Center, Georgia Southern University, Statesboro, GA



To monitor school safety, participants of this workshop will be given FREE access to the Survey and Resource Database (SRD) utilized by the National Youth-At-Risk Center and the PLUS Program. With access to the SRD, participants will be able to create unlimited student surveys throughout the year and save student-reported behavior data in an online portal to analyze monthly trends. This unique survey instrument enables schools and communities to choose the questions they seek to ask and tailor survey development to meet the needs of the local community served. With the ability to analyze month-to-month trends, schools, districts, and organizations will be able to modify their action plans throughout the year and administer effective interventions in a timely manner. Over the course of time, users of the SRD will be able to predict behavior trends before they happen in the year. Participants of this session work alongside researchers from the National Youth-At-Risk Center and founders of the PLUS Program to learn how to utilize the SRD as part of their school safety program. Outcomes include: (1) participants learn a variety of strategies to gather data using the SRD; (2) understand how to use the SRD to analyze short-term goals that drive a yearlong action plan; and (3) learn how to use survey and resource database to examine significant disproportionate behavior amongst subgroups of a community or school.

Monday Concurrent Sessions

3 – 4:15 p.m.

BALLROOM A

Monday

3 - 4:15 p.m.

PLANTING SEEDS OF POSITIVE IMPACT: SUPPORTING STUDENTS IN POVERTY AND HOMELESSNESS

FEATURED SPEAKER: *Rajni Shankar-Brown, Associate Professor and Jessie Ball duPont Chair of Social Justice Education, Stetson University, Deland, FL*

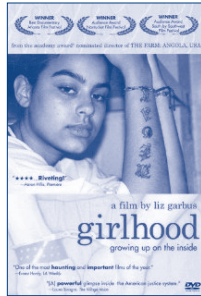
Poverty and homelessness are significant concerns that merit the immediate attention of educators. Families with children make up the fastest growing segment of the homeless population and school-aged children experiencing homelessness are one of the most vulnerable, at-risk groups in our society. Recent data indicates that the number of homeless students in the United States is at a record high and continuing to rise. Although research demonstrates the devastating impact of poverty and homelessness on students' academic achievement, educators (administrators, teachers, counselors, social workers, homeless liaisons, and university partners) can work together to intentionally help negate and/or reverse many of these adverse effects. This interactive session will explore the complex dynamics of poverty and homelessness at multiple levels and its myriad effects on students, PREK-12. Participants will explore effective strategies to build holistic resilience and support the diverse needs of students experiencing homelessness. From responsive school-classroom practices to collaborative community initiatives, this presentation will include successful examples of how schools can provide a safe and supportive environment for low-income students. Additionally, innovative ideas for promoting health development and increasing the educational opportunities for economically disadvantaged students will be shared. Participants will receive a handout with practical strategies and a list of additional resources to help facilitate visible impact and positive change!

Monday Concurrent Sessions		3 – 4:15 p.m.
BALLROOM B Monday 3 - 4:15 p.m.	SURVIVING THE WORKPLACE: IF WE CHANGE THE ATMOSPHERE, WE CAN CHANGE THE OUTCOME <i>Bobby F. Kimbrough, Jr., Special Agent, United States Department of Justice, CEO, Branded For Knowledge, Inc., Winston-Salem, NC</i> <p>We are presently living in a world where right has become wrong and wrong has become right. The decaying of moral values, the breakdown of societal norms and the desensitization of violence has us dealing with a youth and young adult population that is heavily medicated and engaging in self-destructive behavior. So the call of the question is, how do we change the atmosphere while surviving the workplace?</p>	
BALLROOM D Monday 3 - 4:15 p.m.	TRAUMA: A NEARLY UNBREAKABLE BARRIER TO LIFE AND SCHOOL ACHIEVEMENT <i>Brittany Bartkowiak, University of Michigan, Ann Arbor, MI; Joi Rencher, Coordinator and Independent Life Skills Coach, Eastern Michigan University, Ypsilanti, MI; and Patrick James McEvilly, Life Skills Coach, Saginaw Valley State University, Saginaw, MI</i> <p>Youth who have experienced trauma face significant barriers to academic success in school and successfully transitioning into adulthood. This presentation will define trauma and examine its effects on various stages of child and adolescent development. Additionally, the significance of how trauma informs care and influences teaching practice for youth suffering from trauma will be discussed.</p>	
BALLROOM E Monday 3 - 4:15 p.m.	SOME SECRETS SHOULD BE SHARED: IMPLEMENTING AN EVIDENCE-BASED SUICIDE PREVENTION PROGRAM <i>Meghan W. Diamon, Youth Program Manager, Screening for Mental Health, Wellesly Hills, MA</i> <p>Youth suicide prevention is critical in schools and local communities. Attendees will learn about published research on risk factors for youth suicide, how to implement an evidence-based prevention program, and how to tackle commonly encountered obstacles. Attendees will also learn how to mobilize school staff, parents, and community members to address the critical issues of depression awareness and suicide prevention.</p>	
BALLROOM F Monday 3 - 4:15 p.m.	EFFECTIVENESS, EFFICACY, AND EFFICIENCY: 3E'S OF PREVENTION PLANNING <i>Lynne Gochenaur, Senior Trainer, National Health Promotion Associates, White Plains, NY, and Rob Lillis, President, Evalumetrics Research, Canandaigua, NY</i> <p>This session is an interactive workshop providing an opportunity to practice new skills for determining the relative efficiency of various prevention strategies especially in areas of rural poverty. Attendees will be given a template for conducting calculation of efficiency of competing prevention strategies.</p>	
SCARBROUGH 1 Monday 3 - 4:15 p.m.	PANEL: UNMASKING MEAN GIRLS <i>MODERATOR: Breyan Haizlip, The Haizlip Group, LLC, Licensed Professional Counselor, Statesboro, GA</i> <i>PANELISTS: Mary A. Felton, Assistant Superintendent for Curriculum and Instruction, Bulloch County School System, Statesboro, GA; Cindy A. Smith, Assistant Professor of Special Education, Carrollton, GA; Kayla Smith, Student Research Assistant, University of West Georgia, Carrollton, GA; Rhonda Mincey, Founder, The RG Mincey Group, Bluffton, SC; Ivan Page, Associate Professor of Social Work, Albany State University, Albany, GA; and Jacqueline L. Pennington, School Counselor, Newton County School System, Conyers, GA</i> <p>This featured panel discusses the prevalence of female juvenile violence, reported incidences of this violence, the life pathways that lead girls to violence, the factors associated with desistance from violent behavior, and implications for families, schools, and communities for ending violent school-girl behavior.</p>	
SCARBROUGH 2 Monday 3 - 4:15 p.m.	MODIFYING SCIENTIFIC TEXTS TO ACCOMMODATE THE NEEDS OF STRUGGLING READERS AND ENGLISH LANGUAGE LEARNERS <i>Regina L. Suriel, Science Educator, Valdosta State University, Valdosta, GA, and Crystal Randolph, Assistant Professor, Valdosta State University, Valdosta, GA</i> <p>Students with learning differences, including English language learners, experience difficulties with reading classroom textbooks. This presentation, intended for educators and parents, will discuss and provide practice in the identification of readability levels of scientific texts, discuss the importance of integration of visual stimuli in scientific texts, and explain culturally relevant approaches to science curricula.</p>	
SCARBROUGH 3 Monday 3 - 4:15 p.m.	CREATING A POSITIVE CLIMATE AND PROMOTING ACADEMIC ACHIEVEMENT THROUGH POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS <i>Joy S. Scavella, Principal, Clements Middle School; Alonzo Yelling, Teacher, Clements Middle School, Covington, GA and Tiphonie Dean, School Guidance Counselor, Clements Middle School, Covington, GA</i> <p>Creating a positive school climate and promoting academic achievement through Positive Behaviors Interventions and Supports (PBIS) is no easy task. Clements Middle School embraced PBIS and worked hard to maintain both. Find out how a Title I middle school took on the task of creating a positive climate and a safe environment that led to academic success through PBIS. K-12 educators may benefit from this presentation and participants will learn how to effectively implement the 10 key areas of PBIS to promote school safety and increase academic achievement.</p>	

Monday Concurrent Sessions		3 – 4:15 p.m.
SCARBROUGH 4 Monday 3 - 4:15 p.m.	MEXICAN-ORIGIN HIGH SCHOOL STUDENTS' STORIES OF ACADEMIC SUCCESS: IMPLICATIONS FOR SCHOOL AND COMMUNITY EDUCATORS <i>Dan Rea, Co-Director, National Youth-At-Risk Center, Professor, College of Education, Georgia Southern University, Statesboro, GA, and Maria Fatima Rea, Migrant Education Specialist/ESOL Parent-Involvement Coordinator, Bulloch County School System, Statesboro, GA</i> <p>Based on interviews with eight high-achieving, Mexican-origin, rural high school students in southeastern Georgia, participants will learn how these former migrant students achieved their academic success. Specifically, participants will learn: (1) What were the reasons for their academic success? (2) What were the barriers to their academic success? (3) What were the strategies for overcoming the barriers? (4) What people helped them to succeed? (5) What resources helped them to succeed? We will discuss how school and community educators may learn from these personal success stories to improve the school achievement and academic resilience of rural Mexican-origin students.</p>	
PERCIVAL Monday 3 - 4:15 p.m.	THE GROWING PREVALENCE OF MENTAL HEALTH ISSUES: HOW TO ENGAGE PARENTS AND YOUTH <i>Lesley Clack, Assistant Professor of Health Administration, Armstrong State University, Savannah, GA</i> <p>How do you engage youth in mental health treatment when they disagree with their parents on what their issues are? We will explore the significance of differences in perception and the effect it has on treatment. The presentation will include tools that professionals can use to improve engagement when working with youth and will incorporate active discussion among attendees.</p>	
SAVANNAH Monday 3 - 4:15 p.m.	HOW CAN YOU USE POSITIVE BEHAVIOR SUPPORT TO EFFECTIVELY IMPLEMENT MULTI-TIERED SYSTEM OF SUPPORTS? <i>Anne Lynaugh, Administrator, Orange County Public Schools, Orlando, FL; Lymarie Felix, Teacher, Orange County Public Schools, Orlando, FL; and Michelle Carralero Guillen, Teacher, Orange County Public Schools, Orlando, FL</i> <p>Research shows that there is a direct correlation between behavior and student achievement. In order to meet student needs and show significant learning gains, both a positive behavior support (PBS) plan and a well-established multi-tiered system of supports (MTSS) must be in place. This presentation will provide you with a plan for MTSS and PBS at the elementary level.</p>	
SLOANE Monday 3 - 4:15 p.m.	COUNT YOURSELF IN: ENCOURAGING STUDENTS TO TAKE THE 180-DAY CHALLENGE <i>Takeysha Ray, Executive Director, School Social Worker, Bibb County School District, Macon, GA, and Curlandra Lightfoot-Smith, School Social Worker, Bibb County School District, Macon, GA</i> <p>In this presentation, participants will focus on the importance of a holistic approach addressing chronic absenteeism in schools. Participants are provided with tools to take to their district and community to help bring awareness to and compliance with regular, punctual school attendance. We will provide exciting, hands-on, interactive experiences on initiatives and creative strategies addressing truancy.</p>	
VERELST Monday 3 - 4:15 p.m.	"DON'T HATE—PEER MEDIATE!": TEACHING STUDENTS TO SAY "YES" TO NON-VIOLENT CONFLICT RESOLUTION <i>Jocelyn Lee, Youth Program Coordinator and Wendy Williamson, Executive Director, The Mediation Center, Savannah, GA</i> <p>Addressing problematic rumors, threats, relationships, and bullying, the Mediation Center's Peer Mediation Program has successfully resolved these student-to-student conflicts and more since 2007. Through the use of non-violent conflict resolution training, peer mediators are helping their schools become more peaceful. Looking for a way to encourage positive student leadership and effective conflict resolution? Look no further—peer mediation is your answer!</p>	
VERNON Monday 3 - 4:15 p.m.	LEADING IN CRISIS: WHEN AN ACTIVE SHOOTER ENTERS YOUR SCHOOL <i>Brian L. Bolden, Principal, R.E. McNair Discovery Learning Academy, Decatur, GA</i> <p>Imagine an active shooter entering your school: What would you do, and would your school be prepared? Learn the amazing strategies Principal Brian Bolden implemented in training the staff of R. E. McNair Discovery Learning Academy that helped all staff and students arrive home safely. This hands-on presentation will help prepare leaders for the unthinkable: an "active shooter" on campus.</p>	
PLIMSOLL Monday 3 - 4:15 p.m.	WEST AFRICAN DRUM THERAPY AND EDUCATIONAL EMPOWERMENT <i>John Warrington, School Counselor, Youth Villages Inner Harbour, Douglasville, GA; Danny S. Daniels, Teacher, Paulding RYDC and Youth Villages Inner Harbour, Douglasville, GA; Johnny Hart, Special Education Teacher, Youth Villages Inner Harbour, Douglasville, GA; and Phillip Block, Teacher, Douglasville, GA</i> <p>This presentation is designed to introduce the benefits of a therapeutic West African drumming program to educators and mental health professionals. Engage in a basic drumming class and experience the academic and socio-emotional benefits of drumming while practicing an African rhythm. How to relate to American School Counselor Association (ASCA) standards as well as Georgia Performance Standards (GPS) and Common Core Georgia Performance Standards (CCGPS) will be explained and demonstrated.</p>	

FILM SCREENING

4:45 p.m.



BALLROOM D & E

"GIRLHOOD" MOVIE PRESENTATION

A Film by Liza Garbus

This award-winning documentary tells the inside story of the incarceration of two young teenage girls who committed violent crimes and struggled to cope with their violent histories and the prison system.

Following the viewing of the 82-minute film, Shanae Watkins—one of the featured girls in the documentary—and Dr. LaMarr D. Shields will answer questions about the film and Shanae will share how she has turned her life around as a young adult. This film and discussion are sponsored by The Cambio Group and the National Youth-At-Risk Center.

June 7-9, 2015

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EXHIBITOR RATES

Exhibitor space is NOT reserved until payment is received.
Exhibitor fees are non-refundable.

\$615	PLATINUM Package - Sponsors a Continental Breakfast Package includes: • One exhibit table • Free conference registration for two (2) • Recognition in conference program
\$315	GOLD Package - Sponsors a Beverage Break Package includes: • One exhibit table • Recognition in conference program
\$215	SILVER Package - Sponsors a single exhibit table.

The Southeast Conference on Positive Behavior Interventions and Support (PBIS) is a two day annual conference that provides training for schools and districts for developing school-wide behavioral intervention plans. Participants will be able to attend sessions specific to their school's PBIS needs.

At the completion of the conference, teachers will have plans and the materials necessary for effective and efficient implementation.



HARBORSIDE CENTER EAST

GANG SIGNS AND SOLUTIONS: ADDRESSING GANG ACTIVITY IN OUR SCHOOLS

FEATURED SPEAKER: *Daryl Macaluso, Corporal, Gang Resistance Education And Training, Durham Police, Durham, NC*

You have an interest in serving “at-risk” or gang related kids! This program was specifically designed for school professionals, law enforcement, and parents involved in or interested in school safety. Participants will gain insight into the criminal gang cultures. You will be able to identify clothing, signs, and symbols associated with gang activity. You will understand some of the cultural differences and community dynamics that shape modern street gangs. Understanding these differences is key to effecting change within gang related and at-risk youth. This presentation focuses the gang mindset giving the participant tools to begin to reach and teach youth touched by gang violence and culture. This presentation contains graphic images of gang violence and strong language.

Tuesday Concurrent Sessions		8:30 – 9:45 a.m.
BALLROOM A Tuesday 8:30 - 9:45 a.m.	SAFETY AND THE DIGITAL AGE: WHAT’S NEW, WHAT’S NOW, WHAT’S NEXT <i>FEATURED SPEAKER: Katie Greer, CEO, KL Greer Consulting, South Burlington, VT</i> Previously of the Massachusetts Attorney General’s Office and Massachusetts State Police, Katie has worked closely with the Internet Crimes Against Children Task forces throughout the country to educate thousands of students, parents, and educators on the issues of digital/technology safety and cyberbullying. The program will cover issues such as Instagram, ask.fm, SnapChat, Facebook, digital responsibility, cyberbullying, hot apps, texting, sexting, and more. The presentation will explore how you can help keep kids and yourselves safe online.	
BALLROOM B Tuesday 8:30 - 9:45 a.m.	THE BOY CRISIS! RESISTANCE, RELATIONSHIPS, RACE, AND GETTING REAL <i>FEATURED SPEAKER: LaMarr Darnell Shields, President, Co-Founder, Senior Director of Education and Innovation, The Cambio Group, Baltimore, MD</i> Boys and girls don’t just mature differently; they learn differently as well. The male brain grows and develops at a different pace, a fact which, when combined with socialization, can significantly impact the way boys learn and process information. Join Dr. Shields to learn practical strategies and techniques for modifying your classroom, programs, and practices to fit boys’ specific school learning and behavioral needs. This is not about creating a whole new curriculum; it is about working with your existing structures and pedagogy to help boys learn and achieve. Observe a real-time panel discussion with a group of diverse, young male students, and learn to better engage in a powerful meaningful way.	
BALLROOM D Tuesday 8:30 - 9:45 a.m.	IT TAKES A COMMUNITY: ON-TIME GRADUATION FOR “AT-RISK” YOUTH <i>Sheila L. Gray, County Director/Extension Agent, Washington State University, Chehalis, WA</i> Cultivating Youth is an “at-risk” student community agency and organization collaboration that provides opportunities to (1) attend leadership training and college level classes, (2) retrieve and receive dual credits to achieve graduation, and (3) directly apply learned life skills and workforce preparation while building self-esteem. It is a full-circle approach to improve quality of life.	
BALLROOM E Tuesday 8:30 - 9:45 a.m.	WRITING TO SAVE YOUR LIFE AND THE LIVES OF THOSE YOU SERVE: PRACTICAL STRATEGIES ON HOW TO WRITE AND PUBLISH YOUR BOOK WITH AUTHENTICITY <i>Marina V. Gillmore, Co-Founder and Director, The Institute for Educational and Social Justice and Co-Founder and Lead Facilitator, SPARK Retreats, Redlands, CA</i> If we don’t tell our stories and the stories of those we serve, who will? If we don’t create safe spaces for ourselves to live - and write - with authenticity, compassion, and resilience, how can we expect to effectively create these spaces for our students? In this interactive and hands-on workshop, you’ll learn what it really takes to see your own book through to completion, which will in turn increase the self-efficacy you’ll need to help your students tell their own stories. Whether your book is a seed in your heart, a half-finished manuscript, or a completed draft in need of final editing, publishing, and marketing help, this session will bring you both clarity and hope as you dig deeply into how to get yourself from where you are to where you’ll need to be to publish your book. In bringing your own stories into the world more authentically, you’ll also create an avenue to help your students do the same. Research on teacher self-efficacy and critical pedagogy both affirm the space that storied narratives have in meeting the needs of our most at-risk youth. This workshop - backed with sound educational research, but full of practical tips, tools, and strategies - will help you navigate your own journey and empower you to help your students do the same.	

Tuesday Concurrent Sessions		8:30 – 9:45 a.m.
BALLROOM F Tuesday 8:30 - 9:45 a.m.	TITLE I SCHOOLS EXCEEDING EXPECTATIONS: IDENTIFYING SCHOOLS WITH EXCEPTIONAL LEARNING GAINS AND DISSEMINATING PROMISING PRACTICES <i>Courtney C. Zmach, Coordinator, Research and Program Evaluation, Collier County Public Schools, Naples, FL; Kathi Harmon, Program Specialist ECTAC, Seminole County Public Schools, Sanford, FL; and Richard Janiak, Title 1 Program Evaluator, Charlotte County Public Schools, Punta Gorda, FL</i> <p>This presentation highlights an innovative approach to identify and disseminate exemplary strategies in high-poverty Title I schools that demonstrate exceptional learning gains. We will explain and discuss the achievement criteria, selection process, verification site visits, school recognition conference, and networking opportunities. Findings and promising practices from three years of examining identified schools are discussed along with recommendations for future efforts.</p>	
SCARBROUGH 1 Tuesday 8:30 - 9:45 a.m.	T.E.A.C.H.T.O.S. (TEACH EXPECTATIONS SO THAT ALL CHILDREN HAVE THE OPPORTUNITY TO SUCCEED) <i>Garrett Brundage, Director of Safe Schools and Student Affairs, Rockdale County Public Schools, Conyers, GA and Michael Benjamin, Lead Prevention and Intervention Specialist, Rockdale County Public Schools, Conyers, GA</i> <p>Learn to establish and sustain safe and orderly academic environments. Classroom management and school discipline have consistently been cited as major issues in education. As a result of teachers' concerns about student safety as well as their desire for strategies to deal effectively with students' disruptive behaviors, many teachers across the United States have longed for a system of classroom management that works. Learn about how my school district in the suburban Atlanta metropolitan area used a positive behavior management system to dramatically decrease discipline referrals each month and increase student engagement. Learn strategies to help you foster encouragement, empowerment, and excellence in every classroom. Return with the skills to establish and maintain positive teacher-student relationships, state clear and concise expectations, teach "correct" behavior, promote self-regulation, and encourage student engagement. This approach to classroom management yields positive results, more time-on-task, accelerated learning, and happier students and teachers. Research-based theories will provide strategies to eliminate low-level behaviors from classrooms. When implemented simultaneously, they are the perfect complement to positive behavior interventions and supports and response to intervention.</p>	
SCARBROUGH 2 & 3 Tuesday 8:30 - 9:45 a.m. This double session town hall meeting continues until 11:30 a.m.	A TOWN HALL MEETING: HOW TO HELP BOYS OF COLOR SUCCEED MODERATOR: <i>Jà Hon Vance, Educational Consultant and Vice President of Teaching and Learning, JV Educational Consultants Firm, Owings Mills, MD</i> PANELISTS: <i>John O. Nwosu, Jr., Counseling Student, Georgia Southern University, Statesboro, GA; Kevin L. Smith, Principal, C.E. Williams Middle School for Creative and Scientific Arts, Charleston, SC; Paul Forbes, Director, Expanded Success Initiative, New York City Department of Education, New York, NY; Chris Ice, ESL Humanities Teacher, Denton Independent School District, Denton, TX; Mario Zavala, Communications Director, Denton Independent School District, Denton, TX; Danielle R. Moye, Marriage & Family Therapist, Nova Southeastern University, Fort Lauderdale, FL; Joe Johnson, Youth Development Specialist, Gainesville, FL; Alba Cobos, Assistant Director of Admissions for Latino Students, Georgia Southern University, Statesboro, GA; and Maria Rene Altuzar, Latino Student Outreach Assistant, Georgia Southern University, Statesboro, GA</i> <p>Traditional approaches to increasing achievement and success of young African American and Hispanic males are not working. We must change the pattern where finishing high school is the exception and prison is almost routine. A panel of expert educators and parents discuss how to raise and educate academically successful African American and Hispanic males. Come join our town hall meeting on this important topic. This town hall meeting will begin with a panel discussion after which participants break down into small groups to discuss the panel presentations as well as their particular innovation or intervention related to boys of color. Participants may bring with them 50 copies of a one-page summary of their innovation regarding boys of color. Summaries will be discussed and shared at the second half of the town hall meeting.</p>	
SCARBROUGH 4 Tuesday 8:30 - 9:45 a.m.	TURNING STORMS INTO STORIES: A LITERARY WRITING PROGRAM FOR YOUTH <i>Adair F. White-Johnson, Empowerologist, Resiliency Expert, Author and Speaker, Covington, GA</i> <p>This presentation focuses on teaching participants how to develop and implement a literacy writing program for their schools that is aligned with the National Common Core Standards and the American School Counselor Association Model (ASCA). This program can also be used as a method of teaching resiliency skills as well as addressing the social, emotional, and academic needs of youth.</p>	

Tuesday Concurrent Sessions		8:30 – 9:45 a.m.
PERCIVAL Tuesday 8:30 - 9:45 a.m.	PROBLEM-BASED SERVICE LEARNING: EMPOWERING STUDENTS TO LEAD THE WAY TO SUCCESS <i>Rosemarie Stallworth-Clark, Professor Emerita, Georgia Southern University, Statesboro, GA and Penny Teachey-Gary, Business Education Teacher, Statesboro High School, Statesboro, GA</i> <p>Designed for secondary school educators, a high school Business Education teacher will share the benefits of using student-selected service learning projects to align academic curriculum with Common Core Standards for meaningful, relevant learning in the high school context. Students will share their self-selected Service Learning projects. Handouts will include free copies of the <i>Dream of a Nation</i> book and references to service learning research, the National Service Learning Standards, and multiple internet resources.</p>	
SAVANNAH Tuesday 8:30 - 9:45 a.m.	THE SUCCESS OF ENABLING TEXTS AND CONVERSATIONAL COMMUNITIES AT TAPP MIDDLE SCHOOL <i>Mychal Wynn, CEO, Foundation for Ensuring Access and Equity, Marietta, GA</i> <p>Learn how Tapp Middle School engaged students in a school-wide reading of the enabling book, <i>Follow Your Dreams: Lessons That I Learned in School</i> by Wynn (2000) as part of a comprehensive approach to inspiring students, engaging parents, forging community partnerships, and encouraging teachers to become vested in student outcomes. This autobiographical book is an inspirational story of overcoming the odds. Born into poverty, given up for adoption, and challenged by gangs and urban despair, Wynn rose above it all to become his family's first college graduate. Now an educator, parent, consultant, and author, he tells a story that resonates with students—don't make excuses, set goals, work hard, choose wisely, and follow your dreams.</p>	
SLOANE Tuesday 8:30 - 9:45 a.m.	SPRING INTO SUCCESS: STEPS TO CULTURALLY EMBED MTSS (MULTI-TIERED SYSTEM OF SUPPORTS) <i>Carmencita Figueroa, District Resource Teacher, Orange County Public Schools, Orlando, FL</i> <p>This session considers the impact the MTSS (Multi-Tiered System of Supports) framework can have on student achievement, especially for youth at risk. Participants gain deeper knowledge of the different tiers of support and the importance of making academic decisions within this data-driven model.</p>	
VERELST Tuesday 8:30 - 9:45 a.m.	GRIEF AND AT-RISK BEHAVIOR: A LOOK AT THE EFFECTIVENESS OF GRIEF COUNSELING GROUPS FOR ADOLESCENTS IN PUBLIC SCHOOLS <i>Kiana Battle, School System Social Worker, Lamar County Board of Education, Barnesville, GA</i> <p>This presentation explores the effects that grief has on adolescents, including at-risk behaviors, identity confusion, issues of self-worth, and learning problems. The presentation illustrates the positive impact that grief counseling groups have among adolescents (with a special focus in the public school environment). Barriers that hinder the effective delivery of group counseling within the public school arena are also addressed (such barriers are amount of time in the school day, student caseload, and administrative support). This presentation describes the critical role that school social workers play in effectively providing group counseling interventions to adolescents who are affected by grief and loss.</p>	
VERNON Tuesday 8:30 - 9:45 a.m.	CREATING SAFE OUT-OF-SCHOOL-TIME PROGRAMS WITH LBGQT YOUTH <i>Daniel S. Theriault, Assistant Professor, Benedict College, Columbia, SC</i> <p>This presentation is designed for out-of-school-time practitioners as well as scholars who work with youth of the LBGQT (Lesbian, Bisexual, Gay, Transgender, Questioning) community. Participants in this session will leave with a set of evidence-based strategies to provide safe out-of-school-time experiences with the LBGQT community's youth based on the presenter's research, literature review, and group discussion among attendees.</p>	
PLIMSOLL Tuesday 8:30 - 9:45 a.m.	AFTERSCHOOL STEM MENTORING PROGRAMS: HELPING TO DEVELOP K-12 STUDENTS FOR THE STEM WORKFORCE <i>Wesley Fondal, Jr., Executive Director, STARBASE ROBINS, Robins Air Force Base, GA; Benita Blackwell, STARBASE ROBINS, Robins AFB, GA; Brandon Jones, STARBASE ROBINS, Robins Air Force Base, GA; and LaTondra Oliver, STARBASE ROBINS, Warner Robins, GA</i> <p>Many companies are now faced with a huge challenge because of a critical shortage of engineers. It has less to do with the field of STEM (Science, Technology, Engineering, and Mathematics) knowledge, but more to do with creating the passion, drive, and innovation in our future STEM workforce. STARBASE 2.0 Afterschool STEM Mentoring Clubs target middle school students and help to develop our future STEM workforce. We will demonstrate the mechanics of starting an afterschool STEM mentoring club.</p>	

TUESDAY. MARCH 3, 2015

Tuesday Concurrent Sessions

10:15 – 11:30 a.m.



HARBORSIDE CENTER EAST • This session will repeat @ 2:45 - 4 p.m. in Ballroom B

ADHD: MALADAPTIVE DISORDER OR EVOLUTIONARY ADAPTATION

FEATURED SPEAKER: *Jeremiah Hopes, Founder, The Center of Hope, Licensed Professional Counselor, Georgia Licensed Clinical Addictions Specialist, and Certified Advanced Alcohol and Drug Counselor, Charlotte, NC*

Attention Deficit Hyperactivity Disorder can have adverse effects on children, families, schools, and communities worldwide. ADHD influences disruptive behavior, school suspensions, and at times criminal behavior. Despite its maladaptive nature, evolutionary psychology introduces the possibility that ADHD once served a purpose to humanity. This presentation will examine research that presents the symptoms of ADHD as adaptive rather than maladaptive, analyze the implications of viewing inattention, impulsivity, and hyperactivity as strengths, and discuss how parents, teachers, helping professionals, school administrators, and physicians can use this information to assist children impacted by ADHD.



*** PLEASE NOTE:**
The Poverty Simulation Session starts at 10:15 a.m. and continues until 12 p.m.

Space is limited to 80 participants; please register ahead.

HARBORSIDE CENTER WEST • This session ends @ 12 p.m.

POVERTY SIMULATION: COULD YOU SURVIVE A MONTH IN POVERTY?

Facilitated by the Savannah-Chatham County School District, Savannah, GA

Please join us for a rare opportunity to better understand what many of our youth living in poverty face on a daily basis (Space is limited to 80 participants; please register ahead). Approximately 32.9 million Americans, 11.7 million of whom are children under the age of 18, live in poverty every day. Many more have incomes above the poverty line, but their incomes are still low enough to qualify for programs like Food Stamps and Medicaid. The recent economic downturn has seen unemployment rates rise and the use of emergency food pantries increase. It is difficult for those of us who have enough to truly understand the situations that families living in poverty experience every day; the decisions they have to make, and the fears and frustrations they feel. That is why we are inviting you to walk a mile in the shoes of those facing poverty by participating in the Community Action Poverty Simulation (CAPS). The CAPS provides participants with the opportunity to assume the role of a low-income family member living on a limited budget. The experience is divided into four 15-minute sessions, each of which represents one week in which you must provide for your family and maintain your home. As one participant commented, "This simulation dramatically demonstrates how much time and energy many families have to give just to survive from day to day. It quickly dispels the myth "that people would do fine if they would only go out and get a job!"

Tuesday Concurrent Sessions

10:15 – 11:30 a.m.

BALLROOM A

**Tuesday
10:15 - 11:30 a.m.**

**This session will repeat @
2:45 - 4 p.m.**

INCREASING AFRICAN AMERICAN AND LATINO PARENTAL INVOLVEMENT IN SCHOOL

FEATURED SPEAKER: *Timothy Allen, Gilead Group Consulting, Dorchester, MA*

Parental involvement is one of the leading indicators of a student's academic achievement. The lack of parental support often found within the African American and Latino communities has often contributed to suspensions, expulsions, and truancy. This interactive seminar will provide participants with useful strategies that can be used to increase the level of parental involvement and also help parents understand the importance of their role in their children's academic success.

BALLROOM B

**Tuesday
10:15 - 11:30 a.m.**

MAKING CONTENT STICKY: WHAT TO DO WHEN STUDENTS DON'T GET IT OR CAN'T REMEMBER IT

FEATURED SPEAKER: *Joanne Billingsley, Educational Consultant, Former Regional Texas Teacher of the Year, San Antonio, TX*

Do your students struggle with the mountain of new vocabulary they need to master each year? Do you have difficulty getting students to speak, read, and write using academic language? Years of research confirms a direct link between word knowledge and academic success. However, stark gaps in vocabulary knowledge across ethnic groups and income levels still persist. This session will focus on neuroscience based strategies that are proven to accelerate the acquisition of core academic vocabulary and dramatically increasing student opportunities for listening, speaking and writing using academic language. Participants will leave with skills to transform vocabulary lessons into a multi-sensory interactive experience. Discover new, proven, practical strategies to build vocabulary, deepen content understanding, and engage students with academic text. Gain the skills you need to teach all students the words they need to succeed! Tap into the power of music, communication, and imagery to enhance literacy skills!

Room Monitors will be collecting TUESDAY evaluations at the end of each session.

TUESDAY. MARCH 3, 2015

Tuesday Concurrent Sessions		10:15 – 11:30 a.m.
BALLROOM D Tuesday 10:15 - 11:30 a.m.	MEET THE EDITORS—CELEBRATING THE LAUNCH OF THE NATIONAL YOUTH-AT-RISK JOURNAL <i>Cordelia Zinskie, Chief Editor, Georgia Southern University, Statesboro, GA; Dan Rea, Associate Editor, Georgia Southern University, Statesboro, GA; James Jupp, Associate Editor, Georgia Southern University, Statesboro, GA; and Eric Landers, Managing Editor, National Youth-At-Risk Journal, National Youth-At-Risk Center, College of Education, Georgia Southern University, Statesboro, GA</i> <p>In this session, you will have an opportunity to meet the editors of the new open-access National Youth-At-Risk Journal sponsored by the National Youth-At-Risk Center in the College of Education at Georgia Southern University. We will explain the mission of journal, how to get published in the journal, and then take questions and answers from the audience. This session is especially relevant to educators who want to learn about and/or publish practitioner articles for serving youth placed at risk.</p>	
BALLROOM E Tuesday 10:15 - 11:30 a.m.	TRANSFORMATIONAL LEADERSHIP FOR ACCESS, ENGAGEMENT, AND EMPOWERMENT" <i>Chris Colgren, Public School Administrator, Springfield, IL</i> <p>Closing achievement gaps requires schools to provide all students with equitable opportunities to learn. It is necessary to increase students' access to rigorous curricula and quality instruction, engage all learners both cognitively and affectively, and acknowledge the unique talents and cultural knowledge that all children possess. This session is designed to help educators address the challenge of eliminating achievement gaps.</p>	
BALLROOM F Tuesday 10:15 - 11:30 a.m.	PROVIDING THE TEEN OUTREACH PROGRAM IN SCHOOL SETTINGS <i>Tina Thomas, More Than Conquerors, Inc, Gregg Johnson, More Than Conquerors, Inc, Conyers, GA</i> <p>Morris Brown College has been responding to the needs of African-American young people for more than a century. This tradition has included attempting to impact the overall person, beyond simply providing for academic development. Similarly, More Than Conquerors Inc., a community based non-profit organization, has been equally committed to responding to the needs of youth at-risk, from middle school through high school. These organizations have joined together their areas of expertise in order to connect young people by providing the Collegiate Health Awareness Messages Protecting Students (CHAMPS) Project.</p>	
SCARBROUGH 1 Tuesday 10:15 - 11:30 a.m.	BEHAVIOR IS A SYMPTOM...NOT THE PROBLEM! FEATURED SPEAKER: HOTEPE, Educational Success Strategist, Author, Trainer, Atlanta, GA <p>Behavior is a symptom...not the problem! This presentation demystifies common behavior problems exhibited in schools by first explaining why they occur and then teaching how to change them. This workshop will: share the precursors that lead to problem behaviors, inform how to transform academic and behavioral outcomes, explain what leads to at-risk behaviors and why people repeat the same negative behaviors, and demonstrate how relevance and relationships impact behavior and enhance academic achievement.</p>	
SCARBROUGH 2 & 3 Tuesday 10:15 - 11:30 a.m. This double session town hall meeting is the continuation of the session that started at 8:30 a.m.	A TOWN HALL MEETING: HOW TO HELP BOYS OF COLOR SUCCEED MODERATOR: Jà Hon Vance, Educational Consultant and Vice President of Teaching and Learning, JV Educational Consultants Firm, Owings Mills, MD PANELISTS: John O. Nwosu, Jr., Counseling Student, Georgia Southern University, Statesboro, GA; Kevin L. Smith, Principal, C.E. Williams Middle School for Creative and Scientific Arts, Charleston, SC; Paul Forbes, Director, Expanded Success Initiative, New York City Department of Education, New York, NY; Chris Ice, ESL Humanities Teacher, Denton Independent School District, Denton, TX; Mario Zavala, Communications Director, Denton Independent School District, Denton, TX; Danielle R. Moye, Marriage & Family Therapist, Nova Southeastern University, Fort Lauderdale, FL; Joe Johnson, Youth Development Specialist, Gainesville, FL; Alba Cobos, Assistant Director of Admissions for Latino Students, Georgia Southern University, Statesboro, GA; and Maria Rene Altuzar, Latino Student Outreach Assistant, Georgia Southern University, Statesboro, GA <p>Traditional approaches to increasing achievement and success of young African American and Hispanic males are not working. We must change the pattern where finishing high school is the exception and prison is almost routine. A panel of expert educators and parents discuss how to raise and educate academically successful African American and Hispanic males. Come join our town hall meeting on this important topic. This town hall meeting will begin with a video followed by a panel discussion after which participants break down into small groups to discuss the panel presentations as well as their particular innovation or intervention related to boys of color. Participants may bring with them 50 copies of a one-page summary of their innovation regarding boys of color.</p>	

Room Monitors will be collecting TUESDAY evaluations at the end of each session.

Tuesday Concurrent Sessions		10:15 – 11:30 a.m.
SCARBROUGH 4 Tuesday 10:15 - 11:30 a.m.	PARENTS AND TEENS TRAINING TOGETHER: A POWERFUL FORCE FOR RISK PREVENTION <i>Michael H. Popkin, Educator, Active Parenting Publishers, Marietta, GA</i> <p>This session will focus on research demonstrating how a program combining parent education and teen life skills training can make a significant difference in preparing middle school teens to face the challenges of drugs, sexuality, and violence that they will likely encounter as they continue to mature.</p>	
PERCIVAL Tuesday 10:15 - 11:30 a.m.	UNDERSTANDING THE BEHAVIOR OF AN "AT-RISK" YOUTH FROM THE PERSONAL PERSPECTIVE OF AN "AT-RISK" YOUTH <i>Jacqueline L. Pennington, School Counselor, Newton County School System, Conyers, GA</i> <p>This powerful presentation is by an enthusiastic educator, U.S. Army veteran, and former Title I student who was raised in a low income, "at-risk" family with an alcoholic father. She will share why she still has her free lunch tickets and her personal story of how an educator, positively encouraged her and assisted her in overcoming challenges and achieving her goals.</p>	
SAVANNAH Tuesday 10:15 - 11:30 a.m.	BULLYING AND ZERO TOLERANCE POLICIES: THE SCHOOL TO PRISON PIPELINE <i>Kelli M. Jette, Professor, University of Cincinnati Main Campus, Cincinnati, OH</i> <p>African American males are populating the American prison system at an alarming rate. A study of zero-tolerance policies as they are implemented in low-income public schools reveals that this method of controlling bullying behaviors is ineffective. Zero-tolerance policies are causing increases in dropout rates and channeling African American males into correctional facilities.</p>	
SLOANE Tuesday 10:15 - 11:30 a.m.	BULLYTICS II: REAL INSIGHTFUL SOUL KIDS (RISK) SURVEY RESULTS CONCERNING BULLYING <i>Anita Sanders, Assistant Professor of Education, Gardner-Webb University, Boiling Springs, NC and Joshua O. Sanders, Recruitment, Retention, Marketing and Student Services Coordinator, PPEP Tec High School, Tucson, AZ</i> <p>The session is derived from the perceptions of the stakeholders facing the challenges of bullying-bystanding. As adults, we often discuss the problem and solutions amongst ourselves, but we forget to include the important people in the discussion, who are the actual bystanders. What are they really saying when the cameras are off? This session will share the reasons students say bystanding continues.</p>	
VERELST Tuesday 10:15 - 11:30 a.m.	EMPOWERING "AT-RISK" STUDENTS THROUGH COMMUNITY, CURRICULUM, AND COACHING <i>Diana Black, Vice President, Orange Duffel Bag Initiative, Atlanta, GA and Michael Daly, President, Orange Duffel Bag Initiative, Atlanta, GA</i> <p>Youth experiencing high poverty, homelessness, or foster care frequently feel, often rightfully so, unheard. Empowering students at high risk of succumbing to peer pressure, academic barriers, and financial hardships to find their voice and self-advocate is key for them to successfully navigate education and life. Non-directive counseling via executive-level certified life coaching and ongoing advocacy, in collaboration with best practice models and community leaders, provide a powerful means to address, through community, curriculum, and coaching, the issues and barriers faced by youth at risk. Participants will be able to: (1) identify the benefits of coaching and non-directive counseling; (2) professionally integrate creative coaching strategies to empower students; and (3) take to their community a best practices model on collaboration for collective impact—a human investment in the lives of students and economic success.</p>	
VERNON Tuesday 10:15 - 11:30 a.m.	SHOULD POLICE BE IN SCHOOLS? INVESTIGATING THE IMPACT OF G.R.E.A.T. OFFICERS IN A SCHOOL DISTRICT <i>Cassandra Davis, Qualitative Researcher, Department of Public Policy at the University of North Carolina at Chapel Hill, Durham, NC and Michael Smalenberger, Quantitative Researcher, The University of North Carolina at Chapel Hill, Durham, NC</i> <p>This presentation will summarize an evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program, as well as give participants tools on how to best use evaluations to impact education policy decisions. National and district level data are used to address a hot topic: should police be in schools? What role should they play? What impact can they have?</p>	
PLIMSOLL Tuesday 10:15 - 11:30 a.m.	UNTAPPED POTENTIAL: EMPOWERING TEENS AS MENTORS <i>Russel Dains, Educator; Mary Edet, Coordinator; and Elycia Cook, Executive Director, FRIENDS FIRST, Atlanta, GA</i> <p>"High-risk" youth are influenced by their peers more than any other factor or person. For this reason, cross-age peer mentoring increases the potential to positively impact the behavior, motivation, and learning of youth unlike other programs. During this highly interactive workshop, attendees will learn exactly how to implement a research-based, cross-age peer mentoring program in their specific settings.</p>	

Lunch on your own - Visit the NYAR Exhibitors

11:30 a.m. – 1 p.m.

Tuesday Concurrent Sessions		1 – 2:15 p.m.
BALLROOM A Tuesday 1 - 2:15 p.m.	GANG SIGNS AND SOLUTIONS: ADDRESSING GANG ACTIVITY IN OUR SCHOOLS <i>FEATURED SPEAKER: Daryl Macaluso, Corporal, Gang Resistance Education And Training, Durham Police, Durham, NC</i> <p>You have an interest in serving “at-risk” or gang related kids! This program was specifically designed for school professionals, law enforcement, and parents involved in or interested in school safety. Participants will gain insight into the criminal gang cultures. You will be able to identify clothing, signs, and symbols associated with gang activity. You will understand some of the cultural differences and community dynamics that shape modern street gangs. Understanding these differences is key to effecting change within gang related and “at-risk” youth. This presentation focuses the gang mind set giving the participant tools to begin to reach and teach youth touched by gang violence and culture. This presentation contains graphic images of gang violence and strong language.</p>	
BALLROOM B Tuesday 1 - 2:15 p.m.	FROM CIVIL RIGHTS TO HIP-HOP: USING HIP-HOP TO EFFECTIVELY ENGAGE YOUTH AT PROMISE, NOT “YOUTH AT RISK” <i>FEATURED SPEAKER: LaMarr Darnell Shields, President, Co-Founder, Senior Director of Education and Innovation, The Cambio Group, Baltimore, MD</i> <p>Dr. Shields believes art plays a major role in helping people and communities reach their highest potential. And Hip-Hop is a major cultural tour de force, it plays a huge role in shaping lives of young people. It’s more than music. It’s an expression. It’s a culture, and ethos, and a generation. And wrapped up in Hip-Hop are clues about race, class, “at-risk” behavior, fatherhood, incarceration, social justice.</p>	
BALLROOM D Tuesday 1 - 2:15 p.m.	PANEL: BULLYING <i>MODERATOR: Katie Greer, CEO, KL Greer Consulting, South Burlington, VT</i> <i>PANELIST: Kelli M. Jette, Professor, University of Cincinnati Main Campus, Cincinnati, OH; Anita Sanders, Assistant Professor of Education, Gardner-Webb University, Boiling Springs, NC; and Kem T. Cazier, Star Valley Middle School, Afton, WY</i> <p>This panel is set to push the boundaries of typical bullying prevention and propose fresh ideas for solutions in schools. Bullying prevention is one of the most pressing topics in education today. With many instances of school violence linked to bullying, schools are actively seeking practical solutions that can curtail this epidemic.</p>	
BALLROOM E Tuesday 1 - 2:15 p.m.	CLOSING THE ACHIEVEMENT GAP IN MATHEMATICS <i>Toni M. Franklin, Assistant Professor of Special Education, Columbus State University, Columbus, GA and Vanessa Hinton, Ph.D., Auburn University, Auburn AL</i> <p>This presentation will provide an overview of CRA instructional sequence along with explicit instruction and a demonstration of how to implement it. The demonstration will model for participants how CRA, along with explicit instruction, can be used to help students at risk build fluency and achieve grade level standards in addition, subtraction, and multiplication.</p>	
BALLROOM F Tuesday 1 - 2:15 p.m.	RISE LIKE A PHOENIX: EMPOWERING YOUTH AT RISK THROUGH SELF-DIRECTED LEARNING AND TECHNOLOGY <i>Eunbae Lee, Assistant Professor of Instructional Technology, Georgia Southern University, Statesboro, GA and Pasha Souvorin, Teacher, Phoenix High School, Lawrenceville, GA</i> <p>This presentation will demonstrate a self-directed learning system, Learner Power, in which students gradually take ownership of their own learning process while preparing for jobs in Georgia’s fast-growing film and television industry. Students develop essential workplace skills such as communication, collaboration, problem solving, goal setting, and research skills.</p>	
SCARBROUGH 1 Tuesday 1 - 2:15 p.m.	HELPING MALE VICTIMS COPE WITH THE STIGMA, SHAME, AND TRAUMA OF DOMESTIC MINOR SEX TRAFFICKING (DMST) USING THERAPEUTIC TECHNIQUES <i>Kenyon C. Knapp, Assistant Coordinator and Associate Professor of Counseling, Mercer University, Atlanta, GA and Walter R. Hughes, Graduate Teaching Assistant, Mercer University, Macon, GA</i> <p>Participants will learn about the stigma, trauma, and therapeutic approaches to help victims of Domestic Minor Sex Trafficking (DMST). Information will also be presented regarding the special dynamics related to male victims of DMST.</p>	

Tuesday Concurrent Sessions		1 – 2:15 p.m.
SCARBROUGH 2 Tuesday 1 - 2:15 p.m.	LIVING IN THE SHADOWS: HELPING LATINA HIGH SCHOOL STUDENTS IN GEORGIA WITH COLLEGE PREPAREDNESS <i>Treva Y. Gear, Science Teacher, Valdosta State University, Valdosta, GA and Regina L. Surriel, Science Educator, Valdosta State University, Valdosta, GA</i> <p>Latinas' college preparedness is often overlooked, particularly for those attending predominantly White and Black schools. Inadequate social capital is one major reason for the lack of appropriate college preparedness among Latinas. This presentation, intended for educators, interested parents and students, addresses common barriers and current best practices for Latinas' college readiness. A Latina student case study will be shared.</p>	
SCARBROUGH 3 Tuesday 1 - 2:15 p.m.	MAKING THE CONNECTION WITH DISCONNECTED LEARNERS: STRATEGIES FOR DIFFERENTIATING INSTRUCTION <i>Cheryl S. Turner, Teacher Trainer, Reach Teacher Learning Solutions, LLC, Atlanta, GA</i> <p>Differentiating instruction is the bridge we build between pre-determined curriculum standards and the unique needs of the diverse learners we teach. K-12 participants will examine effective ways to increase learning relevancy and promote learner connectedness despite wide achievement gaps existing within our schools. Targeted differentiation provides a key tool for increasing student performance and narrowing that gap.</p>	
SCARBROUGH 4 Tuesday 1 - 2:15 p.m.	MENTOR PARTNERSHIPS BETWEEN COLLEGES AND K-12 SCHOOLS: PERSPECTIVES FROM COLLEGE STUDENTS WHO MENTOR <i>Tammy J. Graham, Associate Professor, The Citadel, Charleston, SC; Ra'Shaud Graham, Cadet Platoon Sergeant, The Citadel, Charleston, SC; Traceel Andrews, Cadet Recruiting Sergeant, The Citadel, Charleston, SC; James McManus, Cadet Master Sergeant and Regimental Public Affairs NCO, The Citadel, Charleston, SC; and Matthew Harris, Student, The Citadel, Charleston, SC</i> <p>This interactive presentation will focus on ideas for building mentor partnerships between colleges and K-12 schools. Additionally, college students who serve as mentors will present tips for establishing positive rapport, serving as constructive role models, and fostering trusting relationships with mentees. Target audience members include K-12 faculty members, college students, and college faculty members.</p>	
PERCIVAL Tuesday 1 - 2:15 p.m.	SEVEN STEPS TO ENGAGING "AT-RISK" STUDENTS WITH TEXT <i>Jelani Jabari, President, Pedagogical Solutions, LLC, Detroit, MI</i> <p>Increasing student engagement with text remains a colossal challenge with children at risk. In this highly interactive session, participants will explore a seven-step process for engaging students with text as well as techniques for presenting highly engaging literacy lessons. Participants will walk away with names, reading level, and descriptions (and actual samples) of several engaging texts.</p>	
SAVANNAH Tuesday 1 - 2:15 p.m.	LOVE IN SPORTS: LEVERAGING SPORTS TO BUILD LEADERSHIP SKILLS IN "AT-RISK" YOUTH <i>Glenn Parrish Burdette, Associate Professor of Coaching Education, Georgia Southern University; Hal Wilson, Jr., Assistant Professor of Coaching Education, Georgia Southern University; Christina Gipson, Assistant Professor Sports Management, Georgia Southern University; Daniel Czech, Professor of Sports and Exercise Psychology, Honor's Research Director, Georgia Southern University; Willie Burden, Professor of Sports Management, Georgia Southern University; and Drew Zwald, Professor of Coaching Education and Director of Graduate Coaching Education Program, Georgia Southern University, Statesboro, GA</i> <p>The purpose of this presentation is to illuminate Transformational Mentorship through sports. The target audience is generally sport coaches but can certainly be applied to any mentoring of young people.</p>	
SLOANE Tuesday 1 - 2:15 p.m.	MYMEDIALIFE: POPULATION-DRIVEN NEW MEDIA SOCIAL MARKETING AND BRANDING <i>Kenny Shults, Master Trainer, Connected Health Solutions, Brooklyn, NY, and Emily Hanlen, Connected Health Solution Education Consultant, Brooklyn, NY</i> <p>This workshop is intended for adolescent service providers and anyone interested in discovering new ways to conduct community outreach and marketing. The workshop will: (1) examine how youth are consuming and utilizing new media in their lives; (2) consider the impact of the new-media revolution on adolescent behavior, learning, and socialization; (3) demonstrate how behavior science is organically infused into social marketing efforts; (4) provide practitioners with an overview of a program that both teaches adolescents the fundamentals of social marketing (behavior-change) campaigns but also structures a process wherein youth envision, design, produce, and disseminate the campaign on behalf of the host agency; and (5) present MyMediaLife evaluation results with four New York State Planned Parenthood affiliates and the Charles B. Wang Community Health Center in NYC.</p>	

TUESDAY. MARCH 3, 2015

Tuesday Concurrent Sessions		1 – 2:15 p.m.
VERELST Tuesday 1 - 2:15 p.m.	BARRIERS AND STRATEGIES FOR CLASSROOM MANAGEMENT IN URBAN POVERTY SCHOOLS: CREATING CARING CLASSROOM COMMUNITIES <i>Judith N. Levin, Professor, University of Central Florida, Orlando, FL</i> <p>Strategies for developing a successful classroom management approach in urban poverty schools must have a well-developed classroom management plan. Using a combination of approaches to classroom management (Conscious Discipline, Dr. Becky Bailey and Responsive Classroom), provides an underlying understanding that the responsibility for classroom management is the responsibility of the teacher. When the teacher is in an urban setting, culturally relevant practices need to be infused with the aforementioned approaches. An understanding of the brain and how the brain stem, limbic system, and frontal lobe work together to ensure consciousness of behavior by the teacher and the students is an underlying theme in successful classroom management. Conscious Discipline is an emotional intelligence approach to discipline. It focuses teachers on their own emotional intelligence, so that they can then move from an external model of classroom management (based on tangible rewards and imposed punishments) to a relational-cultural view of classroom management based on a positive cooperative class climate and conflict resolution.</p>	
VERNON Tuesday 1 - 2:15 p.m.	YOUTH AT RISK: HOW TO DISCUSS VIOLENCE AND TRAUMA <i>Beth Anne Gregory, Assistant Professor of Education, Graceland University, Independence, MO</i> <p>Violence has a monumental effect on youth. How should we communicate about violence with youth? Children's literature helps students' build resiliency to these traumas. This session will discuss how to use literature to promote resiliency in youth dealing with violence, and how support systems and role models can incorporate literature to help youth at risk persevere through the difficult situation.</p>	
PLIMSOLL Tuesday 1 - 2:15 p.m.	CONSTRUCTING NATIONAL STANDARDS FOR "AT-RISK" YOUTH: IMPOSSIBLE MISSION OR TIMELY IDEA? <i>Eric Landers, Co-Director, National Youth-At-Risk Center, Associate Professor, College of Education, Georgia Southern University, Statesboro, GA and Dan Rea, Co-Director, National Youth-At-Risk Center, Professor, College of Education, Georgia Southern University, Statesboro, GA</i> <p>Join us as the co-directors of the National Youth-At-Risk Center explore how the 5H (Head, Heart, Hands, Health, and Home) protective factors for well-being and other conceptual frameworks may be used to construct "national standards" for "at-risk" youth. The 5H standards address the broad question of how to best foster the well-being of youth, especially youth placed at risk. Traditionally, educational standards have narrowly focused on students' academic achievement and neglected the holistic development of their well-being. We will share a review of literature about existing standards that are relevant to youth placed at risk, examine the value of these various standards, and consider their possible applications. We invite your input in this timely process of constructing national standards for "at risk" youth.</p>	

Break - Visit the NYAR Exhibitors

2:15 – 2:45 p.m.

Tuesday Concurrent Sessions		2:45 – 4 p.m.
BALLROOM A Tuesday 2:45 - 4 p.m.	INCREASING AFRICAN AMERICAN AND LATINO PARENTAL INVOLVEMENT IN SCHOOL <i>FEATURED SPEAKER: Timothy Allen, Gilead Group Consulting, Dorchester, MA</i> <p>Parental involvement is one of the leading indicators of a student's academic achievement. The lack of parental support often found within the African American and Latino communities has often contributed to suspensions, expulsions, and truancy. This interactive seminar will provide participants with useful strategies that can be used to increase the level of parental involvement and also help parents understand the importance of their role in their children's academic success.</p>	

Room Monitors will be collecting TUESDAY evaluations at the end of each session.



An evaluation of the conference's general sessions will be accessible via the confplus app or via an email announcement following the conference.

Tuesday Concurrent Sessions		2:45 – 4 p.m.
BALLROOM B Tuesday 2:45 - 4 p.m.	ADHD: MALADAPTIVE DISORDER OR EVOLUTIONARY ADAPTATION <i>FEATURED SPEAKER: Jeremiah Hopes, Founder, The Center of Hope, Licensed Professional Counselor, Georgia Licensed Clinical Addictions Specialist, and Certified Advanced Alcohol and Drug Counselor, Charlotte, NC</i> Attention Deficit Hyperactivity Disorder influences disruptive behavior, school suspensions, and at times, even criminal behavior. Despite its maladaptive nature, evolutionary psychology introduces the possibility that ADHD once served a purpose to humanity. This presentation will examine research that presents the symptoms of ADHD as adaptive rather than maladaptive, analyze the implications of viewing inattention, impulsivity, and hyperactivity as strengths, and discuss how parents, teachers, helping professionals, school administrators, and physicians can use this information to assist children impacted by ADHD.	
BALLROOM D Tuesday 2:45 - 4 p.m.	PANEL: MEETING THE CHALLENGES OF RURAL EDUCATION <i>MODERATOR: Robert Lake, Associate Professor, Georgia Southern University, Statesboro, GA</i> <i>PANELISTS: Larry Smith, Transportation Director and Migrant Educator, Toombs County Schools, GA; Torian A. White, Principal, Southeast Bulloch Middle School, Brooklet, GA; Janie Canty-Mitchell, Registered Nurse, University of Texas Health Science Center San Antonio, San Antonio, TX; Karen Doty, Principal, Portal Middle High School, Portal, GA and Amy Blanton, Business Teacher, Wayne County High School, Jesup, GA</i> Schools in rural areas and small towns face difficult challenges in serving the needs of children and public education. This panel presentation discusses how best to serve the special needs of rural youth and schools. The panel shares successful programs, strategies, and tools for meeting the challenges of rural education.	
BALLROOM E Tuesday 2:45 - 4 p.m.	INCREASING HIGH SCHOOL GRADUATION AND COLLEGE ENROLLMENT FOR AT-RISK POPULATIONS (K-12) <i>Mychal Wynn, CEO, Foundation for Ensuring Access and Equity, Marietta, GA</i> Mr. Wynn shares how a comprehensive college readiness model, originally developed in the faith-based community, and now implemented in middle and high schools, is increasing high school graduation rates, rigorous course enrollment, college enrollment, and earning students millions of dollars in college scholarships.	
BALLROOM F Tuesday 2:45 - 4 p.m.	THE NHS SCHOOL CULTURE CYCLE: DEFINING AND MODELING PBIS ROLES FOR TEACHERS AND STUDENTS <i>Adrienne Boisson, Graduate Coach, Newton High School; Andre Byrd, PBIS Coach and RAMbassadors Advisor, Newton High School, Covington, GA; and Chris Williams, RAMbassadors Advisor, Newton High School, Covington, GA</i> Data supports a successful impact on student behavior and achievement at Newton High School, a Title I school, serving 2,200 students 35 miles east of Atlanta. The objective of this presentation is to provide guidance and resources that will aide new PBIS (Positive Behavioral Interventions and Supports) high schools in clearly defining the teacher's role in PBIS and creating a PBIS student advisory organization.	
SCARBROUGH 1 Tuesday 2:45 - 4 p.m.	ACCELERATION INITIATIVES: NARROWING THE ACHIEVEMENT GAP FOR MINORITIES <i>Sylena Shazier, District Resource Teacher, Orange County Public Schools, Orlando, FL and Julie J. Adams, District-Based Resource Teacher, Orange County Public Schools, Orlando, FL</i> This session will focus on strategically planned pre-teaching opportunities that provide students with background knowledge for the concepts they will learn in class. This model will give students enough content background to master concepts during the formal lesson. Participants will leave with easy-to-apply approaches that a school or district can implement.	
SCARBROUGH 2 Tuesday 2:45 - 4 p.m.	DISCRIMINATIVE STIMULUS SOCIAL SKILLS TRAINING: ASSISTING STUDENTS WITH BEHAVIORAL CHALLENGES TO FOLLOW TEACHERS' DIRECTIONS <i>Tom J. Clees, Associate Professor of Special Education, University of Georgia, Athens, GA and Erik B. Greene, Instructor of Special Education, University of Georgia, Athens, GA</i> Viable social skills instruction that impacts related academic success in authentic settings is a concern to many who interact with individuals with disabilities. A video-based social skills instructional procedure and related study will be described. Teachers, clinicians, and parents who attend can expect to be able to describe the steps for developing video-based social skills instruction, and to assess its effectiveness.	
SCARBROUGH 3 Tuesday 2:45 - 4 p.m.	WATCH D.O.G.S. (DADS OF GREAT STUDENTS) <i>Keith Schumacher, WATCH D.O.G.S. (Dads Of Great Students), Atlanta, GA</i> WATCH D.O.G.S. is an innovative program focusing on education and safety in schools by using the positive influence of fathers and father-figures to provide an unobtrusive fathering presence and a positive and active role-model for students. Fathers, stepfathers, grandfathers, and uncles spend at least one day volunteering.	

Tuesday Concurrent Sessions		2:45 – 4 p.m.
SCARBROUGH 4 Tuesday 2:45 - 4 p.m.	OH, SHIFT! WALK THE TALK OUR TEENS ARE WATCHING <i>Mark Tucker, Veteran High School Teacher and Author, Portland, OR</i> Based on the teachings and processes found in the Amazon Best-Selling books, <i>Oh, Shift!</i> and <i>Oh, Shift! for Teens</i> , Mark Tucker offers a fresh perspective on the shifts youth workers can make to model behavior they hope to see in young people. By learning these principles, participants will be better equipped to guide, teach, and embody positivity and personal power to the teens they serve.	
PERCIVAL Tuesday 2:45 - 4 p.m.	UTILIZING UNIVERSITY: COMMUNITY PARTNERSHIPS TO PROMOTE ACADEMIC SUCCESS IN THE MATHEMATICS <i>Jill M. Drake, Mathematics Education Professor, University of West Georgia, Carrollton, GA and Laura H. Smith, University of West Georgia, Carrollton, GA</i> The presentation will share how one university developed an innovative tutoring program that allows university teacher candidates to earn course credit while providing low or no-cost tutoring to children who are at-risk and under-achieving in mathematics. Program templates and recommendations for replicating will be shared. Any professional engaged in partnerships that support children who underachieve in mathematics should attend.	
SAVANNAH Tuesday 2:45 - 4 p.m.	MOTIVATING "AT-RISK" YOUTH: IT'S POSSIBLE! <i>Abbigail J. Armstrong, Professor, Winthrop University, Rock Hill, SC</i> Students who are considered at risk have unique challenges requiring tailored solutions. In this session, we will discuss and practice strategies that effectively motivate them and aid in helping them learn to think critically and achieve academically while creating an environment for their success. Attendees will leave this session with strategies and ideas to help them differentiate their instruction while creating a supportive environment for students who may not experience success in traditional classrooms.	
SLOANE Tuesday 2:45 - 4 p.m.	THE EXPANDED SUCCESS INITIATIVE: INCREASING COLLEGE AND CAREER READINESS FOR BLACK AND LATINO YOUNG MEN <i>Paul Forbes, Director of the Expanded Success Initiative, New York City Department of Education, New York, NY</i> The Expanded Success Initiative (ESI) is the nation's most ambitious effort to tackle the achievement gap and increase the number of Black and Latino young men who graduate college and are career-ready. Leaders interested in meeting this challenge on the district, school, and classroom level will learn about the initiative's goals, promising strategies, and its preliminary findings.	
VERELST Tuesday 2:45 - 4 p.m.	LITERACY FOR LIFE: DAILY READING EFFECTIVELY PROMOTES SUCCESS (REPS) <i>Terecia Gill, Principal, John J. Wright Educational & Cultural Center, Spotsylvania, VA and Karen Washington, Alternative Education Teacher, John J. Wright Educational and Cultural Center, Spotsylvania, VA</i> Literacy is at the heart of basic education and essential for eradicating poverty, achieving equality, and ensuring that all students have the opportunity for lifelong success. Administrators, instructional coaches, and teachers will be fascinated by the simple, but effective strategy for improving the literacy skills of "at-risk" students through authentic, highly-engaging daily "REPS" activities in every class.	
VERNON Tuesday 2:45 - 4 p.m.	BEYOND SURVIVAL: HOW TO THRIVE IN AN AT-RISK ENVIRONMENT <i>Aviva Goelman Rice, Professional Learning Coach and Jacqueline Smart, Teacher, Savannah Chatham County School System, Savannah, GA</i> This session is for teachers who work in the learning environments of youth at risk. You will gain an understanding of resilience and how to increase it in yourself as you provide high quality educational programming for your students. You will learn to empower yourself and avoid burnout so that you can continue to be there for those who need you very best.	
PLIMSOLL Tuesday 2:45 - 4 p.m.	SPECIALIZED PROGRAM ENHANCES TRANSITION OPPORTUNITIES VIA A UNIVERSITY SETTING PROVES SUCCESSFUL <i>Cynthia Johnson Connor, Assistant Professor of Special Education, Jacksonville State University, Jacksonville, AL and Lynetta A. Owens, Educator, Jacksonville State University, Jacksonville, AL</i> This Transition University presentation will demonstrate how transition skills support to local high schools students in a college setting also afford pre-service teacher candidates opportunities to enhance their instructional skills.	

All the poster sessions are in Harborside Center. These posters provide an opportunity for interaction and one-on-one consultation with highly respected educational experts in a wide variety of areas. These sessions feature visual aids and handouts.

HARBORSIDE CENTER EAST & WEST

4 – 5:30 p.m.

POSTER SESSION RECEPTION

TEACHING PROBLEM-SOLVING SKILLS THROUGH GAME-DESIGN: GAME-DESIGN AND LEARNING COURSES

Mete Akcaoglu, Assistant Professor, Georgia Southern University, Statesboro, GA

In this presentation, I will describe the design, development, and implementation of Game-Design and Learning (GDL) courses, research-based technology-rich environments that are offered to middle school students to support their development in important thinking and STEM skills.

THE SECRET OF LIFE: PROTEIN SYNTHESIS, FUNCTION, AND EXPRESSION: SUPPORTING UNDERREPRESENTED STUDENTS THROUGH SUMMER SCIENCE PROGRAMS

Nonye M. Alozie, Assistant Professor, Albion College, Albion, MI, and Claire E. Mitchell, Albion College, Albion, MI

We will give an individual presentation that will show how our summer science program encouraged high school students to participate in college-level lab-bench science. We provide an overview of the program, a demonstration of scientific activities, results from student surveys, and a summary of successes and challenges associated with implementation.

FATHERHOOD IS LEADERSHIP

Devon Bandison, Executive Coach, New York, NY

The "Fatherhood is Leadership" seminar is a call to action for parents, community organizations, and educational institutions to "Do more, care more, share more." This seminar will take a deep dive into how to better engage fathers and the positive correlation between father involvement and youth achievement.

EDUCATIONAL APP EVALUATION

Lawrence A. Beard, Professor and Advisor, Jacksonville State University, Jacksonville, AL; Joseph P. Akpan, Associate Professor of Secondary Education, Jacksonville State University, Jacksonville AL; and Linda B. Johnston, Professor and Department Head, University of Tennessee at Chattanooga, Chattanooga, TN

Mobile technologies, such as smartphones and tablet computers, are profoundly impacting the way students send and receive information, thus revolutionizing the education of all students. While the call for technology integration into the classroom is clear, the application and evaluation of technology has traditionally been underdeveloped. Providing quality AT apps evaluation for classrooms would be one step in restoring everyone's right of access to quality and equitable education. It is therefore important to illustrate how AT apps evaluation can facilitate teaching and learning for all students in the classrooms. This poster session will discuss a way for educators to evaluate AT apps for educational purposes.

NINTH GRADE READING ENRICHMENT

Shrone Blackwell, Reading Specialist, Gray, GA

This is an interactive poster presentation demonstrating how to identify struggling readers at the high school level and strategies that can be implemented without an overwhelming amount of teacher preparation.

"TURN THE TABLES": ENABLE "AT-RISK" STUDENTS TO SUCCEED!

Pamela A. Bouie, Educator, Fayetteville, GA

Administrators, school leaders, and teachers will experience strategies proven to reduce discipline concerns, increase student achievement, gain parental support, and empower teachers. By effectively implementing these practical and powerful strategies, educators will experience a positive school climate, an increase in teacher retention, and can successfully structure the foundation that will enable "at-risk" students to experience success!

"STOP THE DROP": STRATEGIES THAT PROMOTE STUDENT ENGAGEMENT AND SUCCESS

David Brady, Vice President, C-Tech Associates, Inc., Sparta, NJ

Participants in this interactive discussion will learn proven educational strategies that "Stop the Drop" while promoting student engagement and participation in the learning process. The discussion provides an overview of multiple learning styles and teaching methods that will connect even the most disengaged student.

HEAR FROM THE EXPERTS: ENGAGING HIGH SCHOOL YOUTH IN AFTER-SCHOOL PROGRAMMING

Rachel Brett, After-School Program Coordinator, Boulder Preparatory High School, Boulder, CO

In this workshop, participants will consider barriers to, benefits from, and strategies for engaging high school youth in afterschool programming. We will examine success stories, including hands-on opportunities for practice, and hear from youth about what has worked best for them.

HARBORSIDE CENTER EAST & WEST

4 – 5:30 p.m.

RTFS IN SOUTH CAROLINA: THIS IS HOW WE DO IT!

Julie Brown, Educator, Lexington School District 2, West Columbia, SC, and Kim Allen, Educator, Education Associate, South Carolina Department of Education in the Office of School Leadership, Irmo, SC

Adapt problem-based learning to alternative settings, specifically the residential treatment facility. Help support and promote academic achievement for students in these alternative settings, while finding strategies for teachers and administrators to implement. Learn how to make a way when there doesn't seem to be one!

THE IMPORTANCE OF FOOD SAFETY AMONG YOUTH

Shannon M. Cearley, Senior Nutrition and Food Science Student, Georgia Southern University, Evans, GA; Supriya Immaneni, Junior Medical Education Student, Northwestern University, Statesboro, GA; and Padmini Shankar, Professor of Nutrition and Food Science, Georgia Southern University, Statesboro, GA

Educating youth about food-safety practices will increase awareness about correct food temperatures and food-borne pathogens, which will promote positive food-safety behaviors. Changing their food handling behaviors will help prevent food-borne illnesses and empower them to lead healthier lives.

FROM SURVIVING TO THRIVING: TRANSITIONING POST-SLAVERY SURVIVAL SKILLS TO BENEFICIAL SUSTAINABLE AND HEALTHY PRACTICES

Claudia Chambers, Educator, Alfred Ely Beach High School, Savannah, GA

Learn how African Americans can take the creative genius of slavery cooking, wisdom of their grandparents' survival tactics, and history of economical maneuver towards establishing new conscious sustainable practices that are beneficial to the brain, body, and environment. Participants will see how to actively engage and educate youth in poverty how to take charge over their health and well-being.

BEHAVIOR LEADERS ACADEMY: TEACHING POSITIVE BEHAVIOR EXPECTATIONS IN SECONDARY SCHOOLS

Karena Chunoo, Educator, Orange County Public Schools, Orlando, FL

With a disproportionate number of Black and Hispanic students being suspended out of school, this session will offer the framework for a collaborative approach in establishing positive student expectations. The session focuses on programs, partnerships, and professional development strategies used in schools to develop culturally responsive environments in order to increase student achievement and enhance school culture.

USING INTERSPERSAL PROCEDURES TO IMPROVE ACADEMIC AND BEHAVIORAL SKILLS

Elias Clinton, Educator and Doctoral Student, University of Georgia, Athens, GA

Information regarding an instructional technique referred to as interspersal procedures will be presented. Interspersal procedures involve embedding mastered tasks within unlearned tasks. Easy to plan and implement, the technique has been empirically proven to yield positive behavioral and academic outcomes for students of all ages. A tutorial on how to design and utilize the intervention will be presented.

THE TRAUMA OF DOMESTIC VIOLENCE = "AT-RISK" KIDS?

Audrey A. Coaston, Lead Psychologist, Cincinnati Public Schools, Cincinnati, OH

This session will focus on the trauma of domestic violence and the effect upon children and youth who are witness to it. There will be discussion of the effects of domestic violence on brain function and learning, how it interferes with later relationship development, and offshoots of domestic violence such as teen dating violence and breakup violence.

PREPARING PRESCHOOLERS FOR SCHOOL READINESS THROUGH A MINDFULNESS INTERVENTION PROGRAM

Candace Cosnahan, Senior Psychology Student, Milledgeville, Ga; Whitney L. Heppner, Assistant Professor of Psychological Science, Georgia College and State University, Milledgeville, GA; Tsu-Ming Chiang, Professor of Psychological Science, Georgia College and State University, Milledgeville, GA; Ashley Anderson, Senior Psychology Student, Georgia College and State University, Milledgeville, GA; and Amber Bowen, Senior Undergraduate Student, Georgia College and State University, Milledgeville, GA

This research uses a new mindfulness intervention program for preschoolers of a state funded Pre-K program to investigate whether a mindfulness meditation program is feasible in this age group and setting, and if the mindfulness intervention program increases executive functioning in preschoolers.

HARBORSIDE CENTER EAST & WEST

4 – 5:30 p.m.

POSTER SESSION RECEPTION

UTILIZING MOTIVATIONAL VIDEO AS A PEDAGOGICAL TOOL FOR TEACHING CHARACTER AND ETHICS

Daniel Czech, Professor of Sport and Exercise Psychology, Georgia Southern University, Statesboro, GA; Glenn Parrish Burdette, Associate Professor and Undergraduate Coaching Education Coordinator, Georgia Southern University, Statesboro, GA; Charles H. Wilson, Associate Professor and Undergraduate Coaching Education Coordinator, Georgia Southern University, Statesboro, GA; Christina Gipson, Assistant Professor of Sport Management, Georgia Southern University, Statesboro, GA; Drew Zwald, Professor of Coaching Education and Director of Graduate Coaching Education Program, Georgia Southern University, Statesboro, GA; and Willie Burden, Professor of Sport Management and Undergraduate Coordinator of Sport Management Program, Georgia Southern University, Statesboro, GA

The purpose of the poster presentation will be to discuss video pedagogy theory and to show how specific motivational videos can be utilized to help students understand more clearly various life skills concepts.

MIXING IT UP IN AFTER SCHOOL

Simone Danielson, Education Research and Evaluation Specialist, Georgia Department of Education, 21st Century Community Learning Centers (CCLC), Dacula, GA

This workshop provides participants with a diverse repertoire of instructional strategies that will engage students in a manner that promotes critical thinking, technology, and creativity. Participants are those who are leaders and educators in Title I schools. Stroll down Technology Lane to learn about free and minimal cost websites that allow students the opportunity to utilize their creativity, improve reading and writing skills, and engage in activities for English language learners. Take a ride on Activity Highway where you will participate in hands-on activities that promote critical thinking and creativity, detour down Standards Based Path and learn to unpack the standards to help English language learners. Meet at the Rest Stop to share best practices.

CREATING A CONDUCIVE ENVIRONMENT FOR HIGH PERFORMANCE BY REDUCING INCIDENCES OF VIOLENCE, DISOBEDIENCE, AND DISRESPECT

Julia M. Daniely, Principal, Bibb County School District, Macon, GA; Russell Bentley, Police Veteran, Bibb County School District, Macon, GA; Daniel Davis, Discipline Task Force Personnel, Bibb County School System, Macon, GA; and Terrence Turner, Group Leader, Georgia Industrial Children's Home, Macon, GA

School learning communities are inundated student actions that disrupt the environment. This workshop will describe how a once perceived unsafe high school re-structured its culture to foster positive behaviors and minimize Zero Tolerance infractions that were toxic. The primary objective for this school culture overhaul was to ensure the safety of all stakeholders in an effort to increase teacher and student performance.

INCORPORATING CULTURALLY RESPONSIVE PEDAGOGICAL STRATEGIES IN THE 21ST-CENTURY CLASSROOM TO ENGAGE MULTICULTURAL STUDENTS

Terah L. Davis, Doctoral Student, Mercer University, Roswell, GA

By simulating an inclusive cultural class experience, the presenter will give examples of how educators can survey their classrooms for various cultures while promoting student participation. By allowing students to experientially be a part of incorporating multicultural references to the content covered, it is perceived that this inclusive method can reduce classroom anxiety while educating through their individualized cultural experiences.

ARE PROFESSIONAL LEARNING COMMUNITIES WORTH THE WORK?

Sandra C. DeShazier, Principal, Renaissance Middle School, Fairburn, GA, and James Payne, Assistant Principal, Renaissance Elementary School, Fairburn, GA

Renaissance Elementary School has consistently received the Title I Distinguished School Award. However, when the College and Career Ready Performance Index (CCRPI) was introduced, it was evident a new way of thinking was on the horizon. To ensure students remained academically successful, the school created professional learning communities (PLCs). This endeavor required all stakeholders to analyze, assess, and create meaningful lessons and common assessments. It required the help of business partners, parents, teachers, administrators, and most of all students. Join Dr. DeShazier and her team as they share their steps to making significant gains on the CCRPI with PLCs.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS WITH PEER HELPERS

Sandra C. DeShazier, Principal, Amanda O'Neill, Administrative Assistant, and Ronnie X. Andrews, Professional Counselor, Renaissance Middle School, Fairburn, GA

Participants will be introduced to the framework of Positive Behavior Interventions and Supports (PBIS) and how the system can be successful in any school. Trainings for the teachers and peer helpers will be shared to enable others to duplicate the model. The trials, triumphs, and tribulations of this endeavor will be discussed, as well as how to solicit sponsorships from the community at large.

HARBORSIDE CENTER EAST & WEST

4 – 5:30 p.m.

WHAT IT REALLY MEANS TO LEARN WHILE SERVING

Chantee L. Earl, Clinical Assistant Professor, Georgia State University, Atlanta, GA

This presentation describes pre-service teachers' service learning experiences. Interview and survey data of the pre-service teachers' experiences, pre- and post- expectations and attitudes toward the service learning experiences will be presented. Those interested in facilitating or participating in service learning activities are encouraged to attend.

HOW THE NUMBER OF ADULTS IN HOUSEHOLD INFLUENCES CHILDREN'S SOCIAL COMPETENCE: IMPLICATIONS FOR AT-RISK INTERVENTIONS

Amelia K. Fitch, Senior Psychology Student, Georgia College and State University, Milledgeville, GA; Kelsey L. Van Boxel, Senior Psychology Student, Georgia College and State University, Milledgeville, GA; Elizabeth Cason, Junior Psychology Student, Georgia College and State University, Milledgeville, GA; Candace Cosnahan, Senior Psychology Student, Georgia College and State University, Milledgeville, GA; and Tsu-Ming Chiang, Professor of Psychological Science, Georgia College and State University, Milledgeville, GA

This study examined the impact of the number of adults in a child's home on their classroom behaviors. Head Start teachers completed Social Competence and Behavior Evaluations (SCBE) to rate children's behaviors in classrooms. Findings of this research have the potential to further inform professionals of "at-risk" children's degree of need for critical intervention.

ART FIELD EXPERIENCES WITHIN AFTER SCHOOL PROGRAMS: A UNIVERSITY/SCHOOL PARTNERSHIP

David Fleming, Principal Investigator, Clemson University, Clemson, SC; Shelia G. Durham, Program Director and Doctoral Candidate, Clemson University, Clemson, SC; Melanie Lewis, Project Director, Clemson University, Clemson, SC; and Allison Leonard, Associate Professor of Arts and Creativity, Clemson University, Clemson, SC

This session will describe the components of a successful university partnership with local Title I after-school programs through art education. The presentation will feature the opportunities, challenges, and best practices for such an initiative while also providing the tools to implement such a program in various settings.

TRINITY PLACE: A TRANSITIONAL LIVING PROGRAM FOR HOMELESS LGBT YOUTH IN NEW YORK CITY

Nicholas Forge, Clinical Assistant Professor, Georgia State University, Atlanta, GA, and Kevin Lotz, Director, New York University, New York, NY

Homeless lesbian, gay, bisexual, and transgender (LGBT) youth and young adults are overrepresented among the homeless population and face significant risk factors. This presentation introduces Trinity Place, a 10-bed transitional living program (TLP) in New York City, one of the first in the country specifically designed to meet the needs of homeless LGBT youth, and describes residents' progress and outcomes.

THE RELEVANCE OF REPRESENTATIONAL USE IN THE ASSESSMENT OF MATHEMATICAL UNDERSTANDING AND DIFFERENTIATED INSTRUCTION

Ardyth C. Foster, Assistant Professor, Armstrong State University, Savannah, GA

Geared towards teacher educators and elementary and middle school mathematics teachers, the findings of a study that explored elementary and middle school teachers' use of representations for the purpose of assessment to inform instruction and for assessment to determine a grade will be presented. The data will also be reviewed from the perspective of its relevance to differentiated instruction.

SPARK IT UP: REIGNITING HOPE IN HIGH-RISK ADOLESCENTS

Michael A. Frazier, Therapist, University of West Georgia, Carrollton, GA, and Thomas Peterson, Professor, University of West Georgia, Carrollton, GA

This interactive presentation is targeted towards educators and social service professionals who work with "at-risk" teens in any capacity. This workshop will inspire and challenge participants to see beyond adolescents' behaviors and learn the practical and engaging interventions and humanistic philosophies that the community-based mentoring Supporting People At Risk (SPARK) Program utilizes to connect their college students and juvenile justice youth.

ENCOURAGING AND REWARDING PERSISTENCE & PROFICIENCY IN "AT-RISK" STUDENTS

Troy D. Friedersdorf, Principal, MSD of Wabash County Schools, Wabash, IN

Assessing the "at-risk" student's individual needs and creating an environment that sets the student up for success are the first steps in getting them moving in a positive direction. In this session you will be given different strategies that have proven successful. In addition, we will discuss the benefits of online curriculum as it pertains to credit recovery/acceleration programming.

HARBORSIDE CENTER EAST & WEST

4 – 5:30 p.m.

POSTER SESSION RECEPTION

IT'S A LEARNING EQUITY ISSUE: CREATING AN EXPERIENTIAL LEARNING ECOSYSTEM AND WHY IT MATTERS

Carolyn S. Gery, Director, GOAL Academy, Colorado Springs, CO

This session is designed to explore in-depth the learning framework of an Experiential Learning Ecosystem. Research, centric to at-risk students, will present the case for this mode of learning and will connect the dots between research specific to early trauma, poverty, and cognition. Actual case studies of school-wide efforts will be examined and participants will have the opportunity to dissect culturally relevant learning-modules representing multiple grade sectors.

SHAME ON YOU: HOW THE SHAME RESPONSE INTERRUPTS CONNECTIONS WITH STUDENTS

Jennifer L. Ghidui, Consultant, Big Picture Learning, Rochester, NY

Human beings react to stimuli in various biological ways. Our students' primary response may well be shame. As educators, in our attempts to motivate students, we may well be exacerbating the situation for our students without even knowing it. Understanding Affect Theory, building tools for more open and fruitful communication, and better understanding ourselves and our students' emotional responses can help us provide for stronger outcomes for our kids and our classrooms.

BRING YOUR OWN TECHNOLOGY (BYOT) FOR "AT RISK" STUDENTS

Robin Allen Gibson, Teacher, Hephzibah High School, Waynesboro, GA

This presentation is designed for teachers that would like to practice Bring Your Own Technology (BYOT) but have concerns about using technology in their classrooms. These same teachers may be working with "at-risk" students. Understandably the teachers are concerned that the students will be texting and looking at various websites. Let's not fight technology--embrace it! How? By providing activities that correlate with the Common Core Standards and provide rigor and relevance with the assistance of 21st century technology. By including technology I think teachers will find that the relationships between themselves and the students will also improve. The trust factor comes into play, even though the teacher is monitoring the activities. Students are not isolated from our global society but a part of it, and they grow to respect the teacher.

THE FOCUS PROGRAM: AN ALTERNATIVE TO ALTERNATIVE SCHOOL

Roni Goldberg, Social Worker, Anderson School District 4, Pendleton, SC, and Tim Baker, Teacher, Anderson School District 4, Pendleton, SC

Focus is a district-wide program that is looked at as an alternative to alternative school. Regular and special education students in middle and high school are referred here for a variety of reasons. This session is designed to talk about alternative placement as well as strategies for students who are at risk of dropout. This session should be useful to school administration or any staff working with an "at-risk" population.

SELF-ESTEEM IN CHILDREN: A PARENTAL PERSPECTIVE

Shelly Good, Health Education and Promotion Students, Georgia Southern University, Twin City, GA; Raven Young, Health Education and Promotion Students, Georgia Southern University, Statesboro GA; and Helen W. Bland, Professor, Georgia Southern University, Statesboro, GA

This session presents the results of a study that assessed the parental perspective of self-esteem in elementary school children. We share how to improve awareness of child self-esteem for parents and key adults (teachers, church leaders, coaches). The target audience includes parents and school personnel including teachers, administrators, staff and extracurricular personnel.

BIBLIONTOLOGY: SUPPORTING LITERACY AND POSITIVE YOUTH DEVELOPMENT THROUGH LITERATURE IN THE REMEDIAL READING CLASSROOM

Paula Greathouse, Assistant Professor, Tennessee Technological University, Cookeville, TN, and Tyler Feutch, Graduate Student, Tennessee Technological University, Cookeville, TN

Educators and policy makers who impact the current remedial reading curriculum designs in secondary schools can no longer assume that "at-risk" students who enter these classrooms do not have the potential for academic success and personal growth. Through a new learning taxonomy, coupled with bibliontology (the use of adolescent literature to promote positive youth development), students within secondary remedial reading courses can be remediated and accelerated at the same time!

INCREASING ELEMENTARY MATH ACHIEVEMENT IN LOW-PERFORMING SCHOOLS USING DATA FROM CURRICULUM-BASED MEASURES

Robert "Ronny" Green, Associate Professor, Valdosta State University, Valdosta, GA; Amy Chafin, Curriculum and Assessment Director, Sylvester, GA; Rudo Tsemunhu, Assistant Professor, Valdosta State University, Valdosta, GA; Lantry Brockmeier, Professor, Bristol, FL; William Truby, Assistant Professor, Valdosta State University, Charleston, SC; and Kathy Nobles, Director of Administration, Liberty County School District, Hinesville, GA

How effective are the tools available to teachers and school leaders to increase student math achievement in low-performing elementary schools? New research on the use of curriculum-based measures can provide valuable data for increasing individual and overall school math achievement. The researchers will share these findings and in turn share important insights and techniques for increasing math performance.

HARBORSIDE CENTER EAST & WEST

4 – 5:30 p.m.

I TEACH... WHAT'S YOUR SUPERPOWER? REACHING THE HEART OF STUDENTS TO HELP THEM REACH THEIR GOALS!

Carla Hamilton, Teacher, Kendrick High School, Columbus, GA, and Angela Josey, Health Occupations Teacher, Kendrick High School, Columbus, GA

This session is intended to help teachers realize the importance of reaching the heart of their students before you can teach them anything. Participants will walk away from this session with different resources to start off the year getting to know the whole student, so they will know how to differentiate work for them. They will also see examples of ways to foster a positive classroom environment, and how to teach social and emotional coping in the midst of tests, standards, and all other duties. Becoming the "super teacher!"

REACHING/TEACHING YOUTH ESPECIALLY AT RISK: YOUTH WHO ARE GIFTED AND TWICE EXCEPTIONAL

Paulette Proctor Harris, program coordinator and Instructor, Georgia Regents University, Augusta, GA, and Audie L. Holmes, Paine College, Augusta, GA

Youth who have disabilities and are also gifted and talented are referred to as "twice exceptional." These youth may be gifted and have learning disabilities, ADHD, autism, hearing/vision loss, emotional, physical, or health related problems. Often, they are inadvertently excluded from programs for the gifted. The objective of this session will be to: explain appropriate accommodations that must be made during the assessment process. The target audience will be teachers and parents of such youth. The topic to be discussed will address why these youth are especially at risk and how academic strategies will build their social and emotional intelligences.

READING AND MATH STRATEGIES FOR STRUGGLING STUDENTS

Tonya Hiers, Early Intervention Program Teacher, New Hope Elementary, Locust Grove, GA; Arlene Berry, Early Intervention Program Teacher, New Hope Elementary, Locust Grove, GA; and Kim Trepanier, Special Education Teacher and Department Chair, New Hope Elementary, Locust Grove, GA

This presentation will provide Common Core based strategies for teachers to use with students at risk of failure. Participants will engage in tasks that will allow them to experience close reading, constructed response, and mathematical problem solving. These cross-curricular strategies will address literary, informational, and problem-solving standards.

USING UNIVERSAL DESIGN TO REACH EVERY TYPE OF STUDENT

Celia B. Hilber, Associate Professor, Jacksonville State University, Jacksonville, AL; Nina M. King, Associate Professor, Jacksonville State University, Jacksonville, AL; and Valerie Gamble, Professor, Jacksonville State University, Jacksonville, AL

Universal Design Learning relates to how educators can revamp everyday instruction to meet the needs of neuro-diverse learners. Current research in neuroscience reveals that our learning styles are as unique as our fingerprints. This poster session will provide persons with insight on how to "reinvent" their teaching strategies and remake them into activities that relate to all learners.

ENRICHING A CHILD'S LITERACY ENVIRONMENT (ECLE), PARENTS ENRICHING HOME ENVIRONMENTS, IMPROVING CHILDREN'S MENTAL-PSYCHOMOTOR SKILLS

John J. Hobe, Professor and Department Head, Armstrong State University, Savannah, GA

Come and learn how parents, teachers, and community members can create an environment that improves children's mental and psychomotor skills. Activities include large and small muscle coordination, sensory stimulation/oral language development, print awareness, children's literature, number awareness, music, movement and rhythm, and concept development. Participants will receive take-home activities and references for other activities, including an activity schedule.

"AT-RISK" STUDENTS SCORE WITH GOAL

Chris Ice, Founder, Denton Independent School District, Denton, TX, and Mario Zavala, Communications Director, Denton Independent School District, Denton, TX

Demographic projections predict that by the year 2050, two-thirds of public school children in Texas will be Hispanic. Embedded in this statistic are challenges including income, language, culture, and politics. GOAL is a proactive approach serving the needs of this growing community. Like other industries, education requires custom service for its constituents. GOAL is an exemplar of such service.

UNHEALTHY DIETARY HABITS AMONG YOUTH INCREASES RISK FOR CHRONIC DISEASE

Supriya Immaneni, Junior Medical Education Student, Northwestern University, Statesboro, GA, and Padmini Shankar, Associate Professor of Nutrition and Food Science, Georgia Southern University, Statesboro, GA

Over-consumption of fast food results in excessive calorie intake, contributing to obesity. American families, particularly those with low-income often rely on fast food as an inexpensive way to feed the entire family. However, we must educate youth on health issues associated with chronic fast food consumption. Parents and community members should encourage children to eat healthy and prepare nutritious meals at home.

HARBORSIDE CENTER EAST & WEST

4 – 5:30 p.m.

POSTER SESSION RECEPTION

INADEQUATE INTAKE OF FRUITS AND VEGETABLES AMONG YOUTH

Supriya Immaneni, Junior Medical Education Student, Northwestern University, Statesboro, GA; Shannon M. Cearley, Senior Nutrition and Food Science Student, Georgia Southern University, Evans, GA, and Padmini Shankar, Professor of Nutrition and Food Science, Georgia Southern University, Statesboro, GA

Self-reported data has shown that college students do not consume recommended amounts of fruits and vegetables. It is imperative that they receive information in school-wide nutrition programs on the numerous benefits of different fruits and vegetables. Parents should be encouraged to introduce their children to these food groups early on, and they must learn to make creative yet healthy meals.

CULTURE SHOCK: ELECTRIFYING SCHOOL CLIMATE WITHOUT PULLING THE PLUG!

Traci M. Jackson, Title I Principal, Houston County Board of Education, Bonaire, GA

Administrators in high-poverty schools work diligently to maximize student achievement and retain effective teachers. Mandates and initiatives make this a daunting task pushing leaders to think outside the box. Unlike the weather, school climate can be controlled using variables that work. Participants will walk away with a purpose, perspective and power source for electrifying school climate. "Climate Matters!"

MASTERY LEARNING FOR 9TH GRADE MATHEMATICS: CAN THE SELF-FULFILLING PROPHECY CLOSE THE ACHIEVEMENT GAP?

Rhonda Jeffries, Associate Professor, University of South Carolina, Columbia, SC, and Hope Reed, Department Chair, Blythewood High School, Blythewood, SC

This presentation critiques educational tracking as a default system of grouping that perpetuates inequalities particularly for students most likely to experience challenges with academic achievement (Rubin & Noguera, 2004). The research explores the mastery learning method in 9th grade Algebra I CP to improve achievement for students who enter high school without Pre-Algebra skills.

TOO ANGRY TO BE TAUGHT: UNDERSTANDING AND COUNTERING BEHAVIORAL ISSUES IN SCHOOL

Raphael B. Johnson, Owner and President, Raphael B. Johnson, Detroit, MI

This presentation is designed to provide teachers, principals, and other education stakeholders with effective strategies that promote higher academic achievement, improve behavior, and increase attendance with their students. Attendees will learn how to implement experiential education, behavior modification and conflict resolution education instruction. They will learn how to challenge students' thinking distortions as it relates to school, the acquisition of knowledge, authority figures and community service. Furthermore, this presentation will help improve communication between students, teachers, administrators, and parents. In addition, stakeholders will learn how to give students a forum for resolving conflicts that might never have come to the attention of adults.

FROM ACHIEVEMENT GAP TO GRADUATION CAP: TAKING STUDENTS FROM HIGH POVERTY TO HIGH ACHIEVEMENT

Tawnya Perry, Adjunct Professor, University of Southern California, Project Director, High School Graduation Initiative Los Angeles, CA; Marquis Jones, Adjunct Professor, Los Angeles Southwest College, District Counselor, High School Graduation Initiative Los Angeles, CA; Leilani Morales, Unified School District, Los Angeles, CA

Research shows that every year over 1.2 million students in the United States drop out of school; that's one student every 26 seconds, or 7,000 a day. Stakeholders will be provided with early identification tools, comprehensive prevention strategies, and intervention techniques that lead to students successfully obtaining high school diplomas. Together, community partners, parents, and educators can make a difference.

GOT CULTURE? TEACHING WHILE BEING CULTURALLY RESPONSIVE

Melissa Jones Clarke, Founding Principal, Atlanta Heights Charter School and Willow Charter Academy, Lafayette, LA; Ramon Hargons, Dean of Instruction, Willow Charter Academy, Lafayette, LA; and Tamika Draper, Director of School Quality, National Heritage Academies, Toledo, OH

Find out how you can build, bridge, affirm, and validate within a high-needs/high-poverty/high-minority yet high-performing school. Render amazing academic results and highly engaged employees and parents no matter the zip code! No excuses...only replicable results that are beyond reproach.

TABLE TALK: EMPOWERING ALIVE CONVERSATIONS

Jeanine Judd, Teacher, Culpeper County (Virginia) Public Schools, Rapidan, VA, and Beverly Anne Richardson, Teacher, Culpeper County (Virginia) Public Schools, Culpeper, VA

Are the skills of conversation becoming lost in today's fast-paced and technology-enhanced world? Table Talk is an instructional framework created to teach elementary students how to communicate and collaborate effectively. Just as technology's ubiquitousness and society's rapidness have increased, Table Talk seeks to empower students to overcome barriers to successful and productive adult lives.

HARBORSIDE CENTER EAST & WEST

4 – 5:30 p.m.

THE COLLEGE AND CAREER READY SYSTEM: TIME SAVING TOOL USED TO IDENTIFY POTENTIAL “AT-RISK” STUDENTS

Kyle S. Kallhoff, Superintendent, Chickasaw City School System, Chickasaw, AL, and Pat Byrne, Computer Programmer, Spanish Fort, AL

The College and Career Ready System is a teacher-friendly and time-saving tool created to promote academic achievement and support decision making with students who could potentially be at risk. This small city school system in Alabama created an online tool that pulls data from the Student Information System geared to save a tremendous amount of time for administrators and teachers when making data-based decisions.

THE EFFICACY OF SERVICE LEARNING AND THE INSTILLATION OF HOPE IN DEPRESSED TEENS

Kenyon C. Knapp, Sr., Assistant Coordinator and Associate Professor, Mercer University, Macon, GA, and Kimberly Griffin, PhD student, Mercer University, Macon, GA

How can we as educators, counselors, parents, and community leaders help our depressed teens? The answer will be explored by identifying the benefits of service learning and the cognitive adjustments that transpire when hope takes over. This presentation will highlight how depression can decrease by instilling hope in teens through effective community service projects at school or in the community.

BRIDGING THE GAP: CREATING EFFECTIVE AND LASTING COMMUNICATION BETWEEN TEENS, TWEENS, AND PARENTS

Kenyon C. Knapp Sr., Assistant Coordinator and Associate Professor, Mercer University, Atlanta, GA

Participants will learn how to better facilitate communication between parents and their teens/tweens as a way to increase mutual empathy, understanding, and relational intimacy. Further, participants will learn which communication styles are less and more effective per a Structural Family Therapy model.

OBESITY AMONG YOUTH: IS SLEEP DEPRIVATION ONE OF THE CAUSES?

Samantha B. Koss, Dietetic Student, Georgia Southern University, Statesboro, GA; Padmini Shankar, Professor of Nutrition and Food Science, Georgia Southern University, Statesboro, GA; and Suman Ahuja, Assistant Professor of Obesity and Medical Nutrition, Lincoln University, Ellabell, GA

The recent increase in childhood obesity is a public health crisis since obesity in youth is strongly associated with an increased risk of premature illness and death later in life. Sleep plays a major role in hormonal release, glucose regulation, and cardiovascular functions. Children should sleep the recommended amount of 9 to 10 hours per night in order to achieve optimal health.

WORKFORCE DEVELOPMENT AND DROPOUT PREVENTION: COMMUNITY-AND PROJECT-BASED INTERVENTIONS FOR “AT-RISK” YOUTH

Lisa Kulka, Operations Coordinator/Data Manager, University at Buffalo, Buffalo, NY, and Ramone Alexander, Project Director, University at Buffalo, Buffalo, NY

Educators, administrators, and youth program professionals are undoubtedly familiar with the challenges around providing high-quality dropout prevention services to “at-risk” youth. This presentation examines a model of programming shown to increase student workforce readiness. Participants will gain strategies for developing effective, research-based, and replicable models of community-based programming to reduce students’ barriers to college and career access.

STANDARDS BASED MASTERY: LEARNING GAINS FOR ALL STUDENTS

Ashley LaMar, Coordinator for School Development, School District of Lee County, Ft. Myers, FL, and Dave Burgess, Principal, School District of Lee County, Cape Coral, FL

School leaders and teachers will learn how to effectively use student performance data and instructional resources to maximize students’ mastery of standards. Detailed strategies for differentiated instruction, backwards design, and progress monitoring will be provided.

IF YOU GIVE A PRESCHOOLER A MUFFIN: BUILDING LITERACY SKILLS IN URBAN POVERTY COMMUNITIES

Judith N. Levin, Faculty, University of Central Florida, Orlando, FL, and Nancy H. Brasel, Faculty, University of Central Florida, Orlando, FL

A program partnering with the University of Central Florida, the city of Orlando and the Early Learning Coalition of Orange County called Milk and Muffins. It is a Saturday morning program in downtown Orlando for preschool children and their families living in urban poverty. Children engage with university early childhood majors in early language and literacy activities; parents learn strategies to support school readiness skills.

HARBORSIDE CENTER EAST & WEST

4 – 5:30 p.m.

POSTER SESSION RECEPTION

RESTORING VALUES IN YOUTH THROUGH THEIR MINDS, HEARTS AND ACTIONS

Fallon Lewis, Founder, iNspire GEMS LLC, Decatur, GA

Welcome to a presentation filled with useful tools and empowering education for youth in the areas of communication, conflict resolution, and making decisions. The main objective is that each of you will leave here charged and ready to help our youth through fun, inspiring demonstrations shown and knowledge shared. The target audience of the information should be used with grades 6-12 in a school setting.

HELPING STUDENTS WITH LEARNING DISABILITIES SUCCEED IN SPITE OF THE DEFICITS

Cindy Lumpkin, Director, Triumph in Life, College Park, GA

Success is measured by more than just academic performance. In this presentation, those who work with students with learning disabilities (LD) will learn about the six attributes that predict future success for this population of learners. Participants will be able to identify these six attributes and learn ways to aid in developing them in their students with LD.

GOING IT ALONE: THE SOCIAL AND EMOTIONAL LIFE OF DISCONNECTED YOUTH

Jacquelyn K. Mallette, Doctoral Student, University of Georgia, Athens, GA; Jay A. Mancini, Haltedwanger Distinguished Professor, University of Georgia, Athens, GA; Catherine Walker O'Neal, Postdoctoral Research Associate, University of Georgia, Athens, GA; Alycia DeGraff, Marriage and Family Therapy (MFT) Doctoral Student, University of Georgia, Athens, GA; and Audrey R. Lanier, Human Development and Family Science Student, University of Georgia, Athens, GA

This study presents patterns across multiple dimensions of social isolation among a sample of military youth and describes how these patterns are related to preceding risk factors and distal outcomes. The presentation will be of interest to professionals interested in strategies for fostering positive outcomes by developing and enhancing family and community support for "at-risk" youth populations.

A SUCCESSFUL SUMMER: INCREASING LITERACY SKILLS THROUGH INTERACTIVE TUTORING

Brittany S. Maples, Senior Battalion Religious Officer, The Citadel, Charleston, SC

This presentation will delineate strategies for improving literacy skills and self-image for K-12 students attending Title I schools. The emphasis of the presentation will be placed on the process for developing a program that keeps students engaged through hands-on projects, engaging activities, as well as building positive relationships with role-model tutors. The intended target audience for this presentation includes college students, K-12 faculty, and parents of K-12 students.

MINING DAILY STUDENT BEHAVIORAL DATA TO CHANGE BEHAVIOR AND MANAGE THE CLASSROOM

Tanya Martin, Director of Special Education and Transition Services, Boys Town, NE and Robert Reznicek, Superintendent, Boys Town, NE

School leaders and teachers are instrumental at creating educational and social cultures for students within their schools. Data speaks loudly when changing a school culture or individual classroom management. This session will focus on the collection and use of behavior data to help drive school and student decisions. Strategies and techniques will be shared that can inform decision-making and strategic planning as well as guide teacher practices and impact student behavior. Participants will leave with tools for data collection and implementation techniques to use for individual students, classrooms, and buildings.

EMPOWERING UNDERACHIEVING YOUTH WITH DEVELOPMENTALLY APPROPRIATE WEB 2.0 TECHNOLOGY TOOLS

Linda Ann H. McCall, Associate Professor, Armstrong State University, Savannah, GA and Jackie HeeYoung Kim, Associate Professor, Armstrong State University, Savannah, GA

Research-based and developmentally appropriate technology strategies for students are shared. Handouts provide a quick point of reference for classroom teachers.

ENHANCING THE ORAL READING FLUENCY SKILLS OF ADOLESCENT STRUGGLING READERS

Kavin Ming, Associate Professor of Literacy, Winthrop University, Rock Hill, SC, and Tenisha Powell, Associate Professor, Winthrop University, Rock Hill, SC

This session will describe meaningful and age-appropriate oral reading fluency strategies that can be used to enhance the reading skills of struggling adolescent (grades 4 - 12) readers as they interact with connected text.

HAS MINORITY BECOME A RISK FACTOR? CLIENT-CENTERED APPROACHES TOWARDS EMPOWERING BLACK MALE YOUTH

Danielle R. Moye, Marriage & Family Therapist, Nova Southeastern University, Fort Lauderdale, FL

Recently, in an era of Trayvon Martin and Mike Brown, African-American families have begun questioning levels of equality within their communities. Naturally, the target on male youth has raised awareness from both cultural and systemic perspectives. For mental health professionals, sensitivity to these disparities may increase effectiveness of treatment. What efforts can be made to decrease barriers towards success?

HARBORSIDE CENTER EAST & WEST

4 – 5:30 p.m.

CONNECTING INSTRUCTION, PROFESSIONAL DEVELOPMENT AND STUDENT ACHIEVEMENT: PARTNERING FOR CHANGE

Sandra Cooley Nichols, Associate Professor of Special Education, University of Alabama-Tuscaloosa, Tuscaloosa, AL and Adriane N. Sheffield, Graduate Assistant and Doctoral Student, University of Alabama-Tuscaloosa, Tuscaloosa, AL

Findings of a partnership initiative designed to improve outcomes of students at risk by supporting and enhancing instruction and management will be presented. A review of the partnership development process, the procedures used to collect and analyze data, and the development of the implementation plan will be shared along with related students outcomes.

28 REASONS TO HUG A BLACK CHILD

John O. Nwosu, Jr., Counseling Student, Georgia Southern University, Statesboro, GA

How often do you want to hug a Black child? Your answer and rationale are influenced by your interactions, perceptions, and identity. By exploring the intersection of context, culture, and identity, we can effectively discuss how individuals both shape and are shaped by their environments and the relationship between ourselves and "others."

THE DEVELOPMENT OF NONTRADITIONAL LEARNERS IN THE ALTERNATIVE EDUCATION SETTING

LaToya P. Williams, Title I Special Projects Coordinator, Lamar University, Sanford, FL

This study takes an in-depth look at the development of nontraditional learners in the alternative education setting and the factors that contribute to the students' ability to learn and make choices in and out the classroom.

REDUCING COGNITIVE OVERLOAD BY USING VISUAL SPLIT ATTENTION STRATEGIES WITH DEAF AND HARD-OF-HEARING STUDENTS

Erica L. Payne, CEO and Founder, Deafinite Pathways, Atlanta, GA and Sandra McMeans Harris, Assessment Coordinator, Walden University, Millbrook, AL

The academic underachievement of deaf youth is a widespread issue facing America's education system. One possible rationale for the achievement gap pertains to the visual split attention effect. This poster presentation will explore learning strategies that reduce the visual split attention effect among deaf students, which have resulted in reduced cognitive overload and positive learning outcomes.

INNOVATIVE WAYS TO INVOLVE AND EMPOWER SPANISH SPEAKING PARENTS

Melanie Pearch, Principal, Woodward Elementary and Dekalb County Schools, Atlanta, GA; Demetria Haddock, Administrator, Woodward Elementary School, Atlanta, GA; and Venessa Truitt, Administrator, Woodward Elementary School, Atlanta, GA

Non-English speaking parents participate in monthly instructional workshops, standards-based classroom focus walks, college visits, data talks, a cluster-wide parent conference, and student-led parent/teacher conferences. They keep track of their own participation with our incentive-based Parent Challenge. Templates, samples, and lessons learned will be shared for all activities.

IMPLEMENTING MASTERY LEARNING TO INCREASE RIGOR, ACHIEVEMENT, AND CAREER AND COLLEGE READINESS FOR ALL STUDENTS

Thomas O. Peeler, Coordinator of the Positive Supports Academy, Indianapolis Public Schools, Indianapolis, IN

Mastery learning, used in an alternative learning program, can have a transformative effect on the performance and outcomes of students at risk of failure. Attendees will be given an overview of the model used in alternative schools in Indianapolis for more than ten years, a framework for planning and implementation, key resources, and a sample professional development plan for teachers.

UNIVERSAL STRATEGIES FOR EXECUTIVE FUNCTIONING DIFFICULTIES AS TOOLS FOR STUDENTS IN POVERTY

Michael D. Perkins, Principal, Cobb County School District, Acworth, GA

Gain strategies and more! The presentation will focus on the importance of creating a climate in the classroom that positively influences the delivery of strategies for individual students and the class as a whole. A framework of research-based interventions will be provided that are aimed at self-awareness, personal responsibility, emotional control, task completion, and socialization. The strategies are adaptable to all ages, and they are effective in guiding and motivating children and young adults toward academic, behavioral, and social success.

DISCIPLINARY APPROACH WHICH SUPPORTS STUDENTS AND REDUCES INFRACTIONS

Lorenza Pharrams, Principal, Robert E. Lee High School, Montgomery, AL

Social/Emotional Skills and Safety/Violence are inextricably connected. The paradigm shift from punitive disciplinary strategies to nontraditional disciplinary practices improve students' social/emotional skills and ultimately translates to fewer disciplinary infractions in the school setting. Increasingly, research supports strategies that supports students and reduces discipline recidivism with students at risk.

HARBORSIDE CENTER EAST & WEST

4 – 5:30 p.m.

POSTER SESSION RECEPTION

MENTORING THROUGH RUBRICS: THE MISSED OPPORTUNITY FOR STUDENT ENGAGEMENT

Courtney Plotts, Chief Executive, GSC Education Group, LLC

So often opportunities are missed to engage disadvantage or “at-risk” students throughout their educational experience. This workshop presents multiple strategies to increase student retention and improve disadvantaged student engagement at the secondary and postsecondary levels. This workshop provides innovative ideas for student engagement.

WHEN ALL HOPE IS GONE, TRUST THEN BELIEVE: “AT RISK” OR “AT POTENTIAL”?

Erica C. Pooler, Founder, Erica Pooler & Associates, Deland, FL

When all hope is gone, “trust then believe” forces educators to view students differently. The notion that we cannot teach students until we truly begin to know them and they begin to trust us is challenged. Our actions have to align with our words, and meaningful conversations and relationships must be established in the classroom. “At risk” or “at potential” is the question. Every school across the nation has students that struggle, academically, socially, or behaviorally. There are a variety of reasons as to why. We can no longer ignore these students and pad the numbers to reflect a great school if all students are not being successful. As administrators, teachers, staff, and community support members become involved, it is clear that the child labeled “at risk” can be viewed as a child “at potential.” If we looked at these students with a positive tag rather than a negative one, it is highly likely that we would have a different outlook and expectations for their futures.

CHARACTER, DISCIPLINE, AND 7 SMART THINGS PARENTS DO TO HELP THEIR CHILDREN SUCCEED IN SCHOOL

Michael H. Popkin, Educator, Active Parenting Publishers, Marietta, GA

Does your parenting education program teach parents concrete skills for building character, positive behavior, as well as academic achievement in their children? Learn how to integrate these three vital areas into what you are currently doing or how to find or create a program from the beginning.

DO CHARTER SCHOOLS CONTRIBUTE TO STUDENT ACADEMIC DECLINE—CHOICE, BUT AT WHAT COST?

Alfonzo Porter, Managing Partner, Walden University, Denver, CO

This session is designed to take a probing look at the performance of Charters versus Traditional Schools. The guiding questions revolve around whether charters contribute to the “re-segregation” of public schools. Further, does the luring of the best and brightest students away from traditional schools broaden their systemic, financial instability, and jeopardize valued programming, thereby exacerbating the crisis facing students at risk?

PROMOTING PROGRESS THROUGH MUSIC EDUCATION AND ENLIGHTENMENT

Karla Redding-Andrews, Georgia Southern University, Macon, GA

Otis Redding dedicated his life to improving his local community through education and empowerment. Established in 2007, the Otis Redding Foundation continues his legacy through educational awareness programs in the arts and humanities. Led by Karla Redding-Andrews, “Promoting Progress through Music Education and Enlightenment” will provide educators with insight into how music education can help reduce the educational gap.

WHAT IMPACT DOES THE AFTER-SCHOOL PROGRAM HAVE ON THE ACHIEVEMENT OF SELECTED MALE STUDENTS?

La'Tresia M. Robinson, Educator, Auburn University-Montgomery, Wetumpka, AL

The focus of this study is primarily on 7 of 20 male students who have participated and attended the program for 30 days each year for the past three years. Since there is no tutoring services nor private tutoring in the community, teachers rely solely on the 21st Century After-School Program for after-school assistance.

BULLYTICS III: EXAMINING WORKPLACE BULLYING

Anita Sanders, Assistant Professor of Education, Gardner-Webb University, Gastonia, NC and Joshua O. Sanders, Recruitment, Retention, Marketing and Student Services Coordinator, PPEP Tec, Marana, AZ

There is a presumed assumption that schoolhouse bullying is limited to the children, but this presentation explores what happens when the bully does not meet the expected stereotype. As an educator, one receives strategies on how to address bullying while nurturing the bully. Bullying is very complex whereas the educators often serving as the agents to diffuse it find themselves as victims to it. What is the difference between constructive criticism and bullying? Realistically, all stakeholders have not embraced the difference, which means a no-bullying environment is not always clearly nurtured and modeled for the students.

UNSILENCING THE VOICE WITHIN: EXPRESSIVE WRITING AS A THERAPEUTIC TOOL

Karla L. Sapp, Drug Treatment Specialist, Federal Bureau of Prisons, Savannah, GA

Written words are a very powerful tool that is used to facilitate self-healing, awareness, and growth through the communication of one's deepest thoughts, emotions, and desires. The purpose of this poster session is to provide mental health providers (in the community, school, and criminal justice system) with an overview of expressive writing, forms of expressive writing that can be utilized, and implications for professional practice with youth at risk.

HARBORSIDE CENTER EAST & WEST

4 – 5:30 p.m.

IMPLEMENTING CHESS IN YOUR SCHOOL PROGRAM

Stephen A. Schneider, Chess Coach and Educator, Championship Chess, Atlanta, GA

This interactive workshop uses PowerPoint slides and chessboard demonstrations to introduce chess concepts and strategies as a means to meet children's creative, social, academic, and developmental needs. Participants collaborate to solve and share chess problems that address specific cognitive outcomes and, in guided discussion, discover ways to implement chess programs.

WHAT YOU DIDN'T KNOW: COMPONENTS OF ADHD AND STRATEGIES FOR SUCCESS WITH ADHD STUDENTS

Dixie Shoemaker, Educator, Georgia Southern University, Augusta, GA

This session's objective is to teach the facts and dispel common myths related to ADHD. It also serves to empower general education teachers (at any K-12 level) to help students with ADHD succeed in school. In this session, the facts about this medical condition are spelled out and explained, treatment options (including medication) are discussed, and strategies to help students in class are offered.

AN INTRODUCTION TO GUIDED IMAGERY TECHNIQUES FOR "AT-RISK" YOUTH

Lisa M. Skeens, Assistant Professor of Social Work, Ohio University-Lancaster Campus, Lancaster, OH

"An Introduction to Guided Imagery Techniques for 'At-Risk' Youth" is a hands-on presentation that will enable participants to learn the basic components of guided imagery. Participants will have an explicit learning experience in learning how to use relaxation techniques, guided meditation methods, and skill building exercises in writing-guided imagery scripts. Participants will experience the technique first-hand so they can apply these skills with "at-risk" youth after the conference. The participants can also use these techniques to benefit their own personal lives.

4-H: PUTTING THE PIECES TOGETHER FOR POSITIVE YOUTH DEVELOPMENT

Abby Smith, 4-H Youth Development Agent, University of Georgia, Springfield, GA; Patricia West, County Extension Agent, University of Georgia, Springfield, GA; and Kasey Bozeman, the 4-H/Youth Extension Agent, University of Georgia, Springfield, GA

Following the 4-H slogan of "learn by doing," young people are able to participate in educational 4-H experiences that assist them in acquiring leadership, citizenship, and life skills. The structured learning, encouragement, and adult mentoring that young people receive through their participation in 4-H plays a vital role in helping them achieve success in life.

F.I.T.N.S.: FIVE GUIDING PRINCIPLES FOR SERVING AND TEACHING "AT-RISK" CHILDREN OF ALL AGES

Van Snyder II, Education Administrator, 4U Foundation Inc., Jackson, TN

The presentation will enable leaders and practitioners from all backgrounds—including schools, churches, and nonprofits that work with children—to incorporate five guiding principles into their programs to facilitate and respond to the needs of "at-risk" children. The five principles can be explained through the acronym FITNS, which stands for Fit, Involved, Taught with rigor, Nurtured, and Secure. These principles develop best practices that ensure students are mentored and grow as diverse productive members of our society.

BUILDING SUCCESSFUL PARTNERSHIPS: HOW ONE CHARTER SCHOOL IS MAKING A DIFFERENCE

Gale E. Stein, Director of Agency Partnerships, Provost Academy Georgia, Atlanta, GA, and Penelope Pugh, Program Coordinator, Provost Academy Georgia, Savannah, GA

This presentation is designed for school districts, agencies, and community leaders looking for an innovative way to integrate educational practices into an existing "at-risk" program for high school students or those looking to create a successful at-risk high school diploma program within their community.

USE OF MINDFULNESS MEDITATION TO INCREASE ATTENTIVENESS IN THE INCLUSIVE CLASSROOM

Thomas F. Strauser, Graduate Student, Valdosta State University, Valdosta, GA, and Edward B. Strauser, School Psychologist and Retired Professor of Education, Rincon, GA

Mindfulness meditation is a technique used to promote a sense of calmness. A child (or adult) is trained to silently focus on relaxed breathing and living in the present moment. Relaxation techniques have been shown to enhance attention-to-task across many demographic criteria.

ELIMINATING READING PROBLEMS: FOUNDATIONAL FOR PREPARING COMPETENT WORLD CLASS STUDENTS

Dee R. Tadlock, Adjunct Professor, Central Washington University, Ellensburg, WA

Administrators and teachers of all grades will profit from learning about a unique intervention model that relies on brain plasticity to quickly transform poor readers into excellent readers. This powerful model challenges mainstream thinking, explaining why so many students have reading problems and what can be done about it. Evaluation data, including gold-standard third party research, will be presented that confirm the power of the intervention.

HARBORSIDE CENTER EAST & WEST

4 – 5:30 p.m.

POSTER SESSION RECEPTION

MASTERING MATH: PRACTICAL STRATEGIES TO HELP CHILDREN THINK ABOUT NUMBERS

Roben W. Taylor, Educator, Dalton State College, Dalton, GA

Moments of frustration, as well as pride, are common for children with math problems and for the adults who work with them. Some children give up and see themselves as failures; others exhibit behavior complications that relate to their difficulties with math. The objectives of this presentation are to increase awareness and help participants gain a deeper understanding of children's difficulties in math. This presentation will provide participants with sound practical strategies suitable for teacher and parents.

WHAT DO CHOCOLATE AND ROBOTS HAVE TO DO WITH STEM EDUCATION? COLLABORATIVE APPROACHES TO STEM EDUCATION UTILIZING ENTREPRENEURSHIP, SCIENCE, AND INDUSTRIAL TECHNOLOGY

Chuck Tonelli, Science Teacher, Cedar Rapids Community School District, Cedar Rapids, IA; Shannon Ellis, Cedar Rapids Community School District, Cedar Rapids, IA; and Matt Secl, Cedar Rapids Community School District, Cedar Rapids, IA

This presentation focuses on an integrated curricular approach that merges STEM (Science, Technology, Engineering, and Mathematics) Education with Entrepreneurship in a unique project-based model that incorporated students into the process of chocolate manufacturing and robotics. This project contains a robust mixture of inquiry, engineering, problem solving, project-based learning, the Entrepreneurial Business Model, and Iowa Core Mastery including 21st century skills. STEM resources pertaining to this topic will be available. In addition to curricular resources, chocolate samples and robotics interactions will be provided.

RAISING THE BAR FOR CLASSROOM BEHAVIOR AND SCHOOL SUCCESS

Cheryl S. Turner, Teacher Trainer, Reach Teaching Learning Solutions (TLS), LLC, Atlanta, GA

Despite the diverse learning culture in which we work, all children can learn when they are systematically taught and when we continuously communicate our belief in their excellence. K-12 participants will learn effective ways to shape appropriate behavior and sustain high expectations for every child's classroom performance and school success. Raise the bar and see great results.

PARENTAL DISCIPLINARY EFFECTS ON "AT-RISK" PRESCHOOLERS' SOCIAL COMPETENCE: IMPLICATIONS FOR PARENT TRAINING INTERVENTIONS

Kelsey L. Van Boxel, Senior Psychology Student, Georgia College and State University, Milledgeville, GA; Amelia K. Fitch, Senior Psychology Student, Georgia College and State University, Milledgeville, GA; Elizabeth Cason, Junior Psychology Student, Georgia College and State University; Candace Cosnahan, Senior Psychology Student, Georgia College and State University, Milledgeville, GA; and Tsu-Ming Chiang, Professor of Psychological Science, Georgia College and State University, Milledgeville, GA

This study examines parental disciplinary strategies on preschoolers' social competence. It specifically explores the influence of negative disciplinary strategies on children's externalizing behaviors in boys versus girls. Teachers' reports showed differences in how genders are affected by parental negative disciplinary strategies. Therefore, implications from this study may inform parenting training programs to consider a child's gender in developing effective strategies.

H. O. N. E. S. T. TEACHING

Jamie Vancleve, Educator, Patriot Elementary School, Lee County School District, Cape Coral, FL and Sharon Petteys, ESE Educator Patriot Elementary School, Lee County School District, Cape Coral, FL

It's time to get real with "HONEST" teaching. This frank approach takes the excuses out of the classroom and places the focus back on learning. Teachers, counselors, or support staff that work with children of any socio-economics or learning abilities can benefit from "HONEST" teaching.

DEVELOP YOUR BRAND, DEVELOP YOUR CULTURE.

Brent Ward, Principal, Chickasaw City School System, Chickasaw, AL

Come learn how a school can develop its brand to help create an environment of high academic and social expectations. In addition, participants will learn how a brand will positively affect the social and emotional skills of students from any socio-economic background.

AVOIDING JUVENILE ACTIONS FOR YOUTH AT RISK

Wanda L. Ward, Teacher, Birmingham City Schools, Birmingham, AL

In this session participants will learn strategies that build trust and mutual respect necessary to establish and maintain positive school and community participation for students who may be at risk of dropping out of school and being caught up in the juvenile court system. Participants will learn techniques that can be used immediately for improving students' attitudes and behavior.

AUTHENTIC ALTERNATIVES: ENGAGING IDEAS

Laquesha B. Wilkins, Middle School Language Arts Teacher, Charlotte Mecklenburg Schools, Charlotte, NC

In the alternative setting, too often we receive students who were failing and continue this path while in the alternative setting. Through teaching alternative educators authentic lessons, lessons that are nontraditional and engaging, students become facilitators of learning and grasp those concepts necessary to mastery of standards, and the amazing thing is, they are not aware.

IS COMMUNITY SERVICE PARTICIPATION A PREVENTION STRATEGY FOR REDUCING STUDENT HEALTH RISK BEHAVIORS?

Kymber N. Williams, Doctoral Student, University of Alabama-Birmingham, Birmingham, AL and Laura L. Talbott-Forbes, Health Education Specialist, University of Alabama-Birmingham, Birmingham, AL

Youth are engaging in risky behaviors that are resulting in consequences to their health and well-being that may be immediate or long-term. Many patterns of health behavior initiated during the adolescent years are associated with adult morbidity and mortality. There is limited knowledge about the impact of volunteering on health behaviors, and this presentation builds on an identified gap.

SCHOOL-BASED INTERVENTION: HOW DO I ALIGN MY AGENDA WITH STUDENT GOALS?

Christopher Williams, Executive Vice President, Columbia University, New York, NY

PBIS (Positive Behavioral Interventions and Supports), RTI (Response to Intervention), Life Skills Training, etcetera. How do school based counselors marry all the emerging intervention techniques and evidence-based programs with what the students actually need? Within this interactive workshop, participants will get back to their roots to rediscover how to “be where the client is” within RTI.

LAKE CITY HIGH SCHOOL: A TRANSFORMATIONAL EXPERIENCE

Mychal Wynn, CEO, Foundation for Ensuring Access and Equity, Marietta, GA

The Florence School District 3 High School Graduation Initiative engaged Lake City High School students and parents (Lake City, South Carolina) in “authentic conversations” by grade-level cohorts, i.e., 10th, 11th, and 12th grade). Beginning school-wide presentations, the impact on school climate and culture and has been immediate and systemic.

COLLABORATIVE CLASSROOM: CULTIVATING A COMMUNITY OF LEARNERS

Susan S. Young, National Consultant, Developmental Studies Center, Greensboro, GA

Designed for those at the elementary (K-5) level, participants in this interactive session begin by reflecting on their own powerful learning experiences. They then use those experiences to connect to guiding principles that help cultivate a community of learners. The session concludes with shared resources that emphasize the role of social emotional learning (SEL) in the classroom.

RELATIONS OF ABILITY BELIEFS, PERCEIVED VALUE AND BILINGUAL/BICULTURAL PROGRAMS ON ASIAN STUDENTS’ ENGLISH ACHIEVEMENT

Liyun Zhang, Doctoral Student, University of South Carolina-Columbia, Columbia, SC; Matthew J. Irvin, Assistant Professor of Educational Psychology and Research, University of South Carolina-Columbia, Columbia, SC; Kelly Lynn Mulvey, Assistant Professor of Educational Psychology and Research, University of South Carolina-Columbia, Columbia, SC; and Sarah Kate Niehaus, Assistant Professor of Educational Psychology and Research, University of South Carolina-Columbia, Columbia, SC

The main objective of this study was to examine the relations between academic motivation and bilingual/bicultural programs on the school achievement of Asian students in the U.S., using national data from the Education Longitudinal Study of 2002 conducted by National Center for Education Statistics. The target audience is educators in English language learner instruction and bilingual/bicultural education.

“B.E. C.L.A.S.S.Y.”...IF YOU FEEL GOOD ON THE INSIDE, YOU FEEL LIKE DOING GOOD ON THE OUTSIDE

Kem T. Cazier, Star Valley Middle School, Afton, WY

B.E. C.L.A.S.S.Y. involves six strong pillars of social success including gratitude, optimism, generosity, service, motivation, and self-esteem. This approach has drastically decreased bullying behaviors in schools where it has been implemented. The program is a breath of fresh, positive air for those seeking to improve the overall morale of themselves and their school environment. If your state is requiring an anti-bullying k-12 curriculum, B.E. C.L.A.S.S.Y. is for you!

SHAPING OUR YOUTH THROUGH THE ARTS: ACHIEVEMENT MOTIVATION THROUGH CREATIVE INTERVENTION

John Kennebrew, LPC, Executive Director, Showcase Group, Atlanta, GA

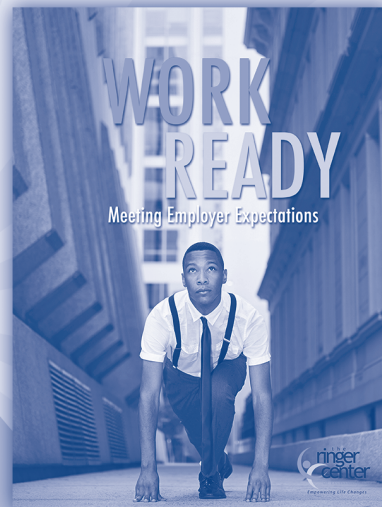
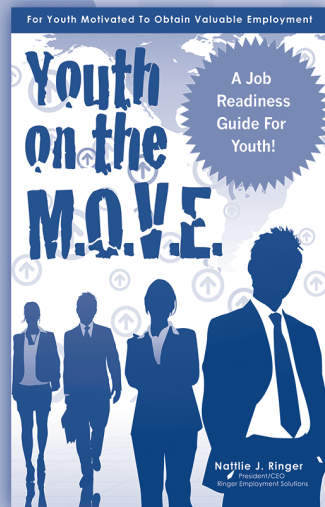
In this current historical epoch, we find at least two topics that intersect in the popular media and the annals of academic research. These are bullying and the metaphor of the “school to prison pipeline.” The latter focuses upon the disproportionate number of African American males incarcerated in the U.S. and the second is the policy of Zero-Tolerance as an administrative response to bullying in our schools. The present paper is based upon research that suggests patterns of institutional racism underlying the Zero Tolerance policy. These patterns of institutional racism are particularly significant because they facilitate a “pushout” phenomenon in schools which contributes to the channeling of African American males into the prison system.

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CALL FOR PROPOSALS

SUBMISSION FORM OPENS APRIL 1, 2015.

DEADLINE: AUGUST 3, 2015

WEDNESDAY. MARCH 4, 2015

Continental Breakfast, Ballroom A & B

7:15 – 8 a.m.

WEDNESDAY KEYNOTE PRESENTATION

8 – 9:15 a.m.



Master of Ceremonies

Ron Alt, President, ALTERNatives & NYAR Planning Council Member, Savannah, GA

Introduction of Keynote Speaker

Randy Shearouse, Superintendent, Effingham County Schools, Springfield, GA

REGENCY BALLROOM

THE “CORE” OF THE MATTER: CREATING A COMMUNITY FOR MAKING COMMON CORE STATE STANDARDS WORK

Jane Bluestein, Speaker/Consultant, Instructional Support Services, Inc., Albuquerque, NM

This program examines the ingredients of a classroom environment conducive to effectively meeting the demands of the CCSS initiatives, including classroom management policies, relationships, and interactions, instructional strategies, and ways of reaching a wide range of students across the depth and breadth of the curriculum. We'll see how various policies and practices can impact the emotional climate of a classroom or school and address relationship and safety issues—as well as the social and emotional needs of students—with regard to instruction, motivation, and discipline. The program offers dozens of practical and effective strategies to prevent failure and resistance, minimize or eliminate behavioral disruptions, encourage support and involvement from parents, build a positive school culture, and maximize achievement, commitment, and cooperation.

Break - Visit the NYAR Exhibitors

9:15 – 9:45 a.m.

Wednesday Concurrent Sessions

9:45 – 11 a.m.



HARBORSIDE CENTER EAST • This session will repeat @ 11:15 a.m. - 12:30 p.m.

MEETING THE NEEDS OF ALL CHILDREN IN A KNOWLEDGE AND TECHNOLOGICAL RICH WORLD

FEATURED SPEAKER: Steven W. Edwards, CEO, Edwards Educational Services, Inc., Alexandria, VA

The world is changing at a rapid pace and our schools must adapt to keep pace with these changes. This session will focus on the learning environment that needs to be in place to meet the academic, social and behavioral needs of all children in the 21st Century school setting. Participants will leave with concepts and skills that they can immediately implement in their setting.



HARBORSIDE CENTER WEST • This session will repeat @ 11:15 a.m. - 12:30 p.m.

CULTURALLY RESPONSIVE COMMON CORE: A FRAMEWORK FOR MULTICULTURAL EDUCATION BEYOND WHAT YOU CAN SEE AND EVEN WHEN YOU CAN'T SEE DIVERSITY—EVERY SCHOOL IS DIVERSE

FEATURED SPEAKERS: Breyan Haizlip, The Haizlip Group, LLC, Licensed Professional Counselor, Statesboro, GA, and Adam Haizlip, The Haizlip Group, LLC, Certified Cultural Responsivity Trainer for Educators, Statesboro, GA



Our goal is to move individuals and organizations toward philosophical and practical change in support of multiculturalism. Participants will learn to employ strategies grounded in principles of equity and inclusion, regardless of the demographic make-up of the school. In this interactive, challenging, and engaging presentation, we will focus on: (1) facilitating new levels of consciousness regarding unconscious bias, diversity, inclusion, equity, and organizational change; and (2) empowering participants to become catalysts for equity and inclusion-oriented education.



An evaluation of the keynote speakers and the conference sessions will be accessible via the confplus or via an email announcement following the conference.

WEDNESDAY. MARCH 4, 2015

Wednesday Concurrent Sessions		9:45 – 11 a.m.
BALLROOM D Wednesday 9:45 - 11 a.m.	I CAN DO THIS!: HOW SUMMER BRIDGE PROGRAMS EMPOWER STUDENTS TO PURSUE COLLEGE AND/OR CAREERS <i>Claire E. Mitchell, Senior Research Associate, Albion College, Albion, MI, and Nonye M. Alozie, Science Education Researcher, Albion College, Albion, MI</i> This presentation provides an in-depth look at a developmental summer bridge program model implemented by four community colleges in Texas and presents findings from a two-year follow-up of fourteen student participants. The presentation will also provide several concrete recommendations that could be of interest to practitioners who already implement or are considering developing similar support programs to help minority, low-income, and/or first-generation students become college- and career-ready.	
BALLROOM E Wednesday 9:45 - 11 a.m.	RAISING EXPECTATIONS FOR “AT-RISK” YOUTH <i>Abbigail J. Armstrong, Professor, Winthrop University, Rock Hill, SC</i> Students who are considered “at risk” have unique challenges and may be perceived as unmotivated and not willing to be challenged. “At-risk” students are often the recipients of watered-down curriculum as a means to accommodate their lack of success. In this session, we will discuss and practice instructional strategies that will increase rigor and challenge “at-risk” learners while providing them with the support they need to meet high expectations. You will leave this session with strategies and ideas to help you challenge and motivate your students while creating a supportive environment for them to experience success.	
BALLROOM F Wednesday 9:45 - 11 a.m.	STRATEGIES FOR COLLEGE AND CAREER READINESS <i>Mervin Jenkins, Eastern Division Assistant Director, AVID Center, Atlanta, GA, and Mary Childress, Eastern Division Program Manager, AVID Center, Atlanta, GA</i> Through the Bill & Melinda Gates Foundation, the Early College High School Initiative (ECHSI) developed in 2002. This initiative’s objective is to offer first-generation, students of color, and students of low SES backgrounds the opportunity to earn considerable college credit while pursuing their high school diploma. Georgia State University conceived its first early college partnership with Carver Early College High School in 2005, and later Booker T. Washington High School in 2009. The purpose of this presentation is to demonstrate the strengths of the specific Early College strategies used at Georgia State in reducing the achievement gap through dropout prevention and post-secondary and career readiness programs while promoting learning for traditionally low-performing students.	
SCARBROUGH 1 Wednesday 9:45 - 11 a.m.	PARTNER FOR PROVEN RESULTS: A MODEL PARTNERSHIP IMPACTING ACADEMIC ACHIEVEMENT AND POSTSECONDARY ATTAINMENT <i>Rebecca A. Schumacher, University of North Florida, Jacksonville, FL, and Carolyn Stone, National Trainer and Author, University of North Florida, Jacksonville, FL</i> A 16-year partnership of a large urban school district and a graduate school counseling preparation program presents how this partnership resulted in higher grade point averages and increased college going rates of first generation, low-income students and impacted graduate students to emphasize college/ career readiness as practicing school counselors. Targeted audience includes universities, district level administrators, counselor educators, and school counselors.	
SCARBROUGH 2 Wednesday 9:45 - 11 a.m.	HIGH RISK TO HIGH REWARDS <i>Jamie S. Cassady, Principal, A.Z. Kelsey Academy, Griffin, GA and Stephanie Evans, Assistant Principal, A.Z. Kelsey Academy, Griffin, GA</i> The objective of the presentation is to share the strategies that have been effective in closing the achievement gap with schools that have similar populations. Progress monitoring, blended instruction, interventions, student goal setting, and reviewing teacher data will be discussed.	
SCARBROUGH 3 Wednesday 9:45 - 11 a.m.	SUCCESSFUL PROGRAM INTEGRATION <i>Susan B. Spencer, Social Worker, Susan B. Spencer, Inc, Glenside, PA</i> The presentation will focus on what elements can be developed that make a collaborative effort successful. A program focused on the integration of the HIV and DV systems will be used as an example of how to successfully integrate programs. The objectives are: participants will identify at least two ways to begin integration; and participants will be able to discuss two ways to manage problems associated with efforts to integrate. The presentation will include discussion with participants as well as a more formal presentation of content.	

Room Monitors will be collecting WEDNESDAY evaluations at the end of each session.

Wednesday Concurrent Sessions		9:45 – 11 a.m.
SCARBROUGH 4 Wednesday 9:45 - 11 a.m.	“MY BRAIN DOESN’T WORK LIKE THAT” CREATING SUCCESS WITH NON-TRADITIONAL (AND TRADITIONAL) LEARNERS BY ACCOMMODATING LEARNING <i>Jane Bluestein, Speaker/Consultant, Instructional Support Services, Inc., Albuquerque, NM</i> <p>So many of the kids we identify as “at risk” have learning preferences and needs that may not be an ideal match for the way they are being taught or how they are expected to learn. For adults whose learning styles are somewhat more traditional, it can be hard to understand kids who actually learn and perform better when their preferences look very different from our own. Trying to force kids into a picture of learning or attending that is unnatural for them can create stress for them, result in behaviors that create stress for us, and ultimately interfere with the very goals of learning and achievement we claim to want! This program will explore a number of ways individuals learn, offering dozens of practical strategies for accommodating a variety of learner preferences, and examining at ways to teach students to take responsibility for their own learning needs—without creating problems for anyone else. Great ideas for adults working with non-traditional learners.</p>	
PERCIVAL Wednesday 9:45 - 11 a.m.	ACHIEVING THE GOLD STANDARD: HOW EXCEPTIONAL CUSTOMER SERVICE CREATES FAMILY-FRIENDLY SCHOOLS <i>Katy Gunter, Parent Involvement Coordinator, Cumming Elementary, Cumming, GA; Pam Pajerski, Principal, Cumming Elementary, Cumming, GA; Natalie Sanfilippo, Title I Lead Teacher, Cumming Elementary, Cumming, GA; Jennifer Williams, Quality Work Facilitator, Cumming Elementary, Cumming, GA; Todd Smith, Principal, Midway Elementary, Cumming, GA; Daisy Tremps, Parent Involvement Coordinator, Midway Elementary, Cumming, GA</i> <p>Cumming Elementary School and Midway Elementary School were two of four schools to be awarded Georgia’s Family-Friendly Partnership School Award in 2014. After partnering with the Ritz Carlton Buckhead, our beliefs of the importance of customer service have been further enhanced. Learn how to incorporate the “gold standard” in your school by engaging parents with exciting events and motivating them to attend with small incentives.</p>	
SAVANNAH Wednesday 9:45 - 11 a.m.	CULTURAL TRANSFORMATION OF SCHOOLS WITH CHALLENGING ENVIRONMENTS AND “AT-RISK” POPULATIONS <i>Sheril Morgan, National Director, Character Education Partnership, Washington, D.C., and Madison Tomlinson, State Coordinator, Oklahoma Schools of Character, Muskogee, OK</i> <p>Learn how any school (K-12) can use the Character Education Partnership’s (CEP) 11 Principles of Effective Character Education to transform culture resulting in increased attendance and academic achievement with decreased behavioral problems. Attendees will hear how specific “high-risk” schools decreased bullying, increased morale, and impacted their communities through the development of a school Touchstone, service learning, and advocate families.</p>	
SLOANE Wednesday 9:45 - 11 a.m.	TEACH ME HOW TO FEEL! ENHANCING THE EMOTIONAL INTELLIGENCE FOR “AT-RISK” YOUTH AND CHILDREN <i>Allen Lipscomb, Clinical Social Worker and Adjunct Professor, University of Southern California School of Social Work, Los Angeles, CA</i> <p>The presentation teaches, informs, and encourages others to invest in building a child/youth’s emotional intelligence. We will explore the various facets and intersectionalities (i.e. SES, race, gender, and sexual orientation) that impact the child’s emotional intelligence, and examine both the micro- and the mezzo-systems as it relates to shaping a child’s emotional intelligence. We will look at the role of non-family and other primary caregivers in modeling adaptive ways to express emotions and skills. Also, we will examine the role of attachment theory and resiliency theory as it relates to school and community settings.</p>	
VERELST Wednesday 9:45 - 11 a.m.	CULTURALLY RESPONSIVE INSTRUCTION: ACCELERATING ACADEMICS THROUGH STUDENT ENGAGEMENT <i>Nancy D. Charles, District Resource Teacher, Orange County Public School, Orlando, FL</i> <p>This session considers communication, classroom management, and instructional strategies that are intellectually rigorous and engaging for easy classroom implementation to help all students learn. Participants will learn easy to apply approaches that engage students and help make learning connections to their real life experiences.</p>	
VERNON Wednesday 9:45 - 11 a.m.	FULL STEAM AHEAD: USING A PROBLEM-BASED CURRICULAR FRAMEWORK TO ENGAGE “AT-RISK” STUDENTS <i>Adriane N. Sheffield, Academic Coordinator, University of Alabama, Tuscaloosa, AL and Sandra Cooley Nichols, Associate Professor of Special Education, University of Alabama-Tuscaloosa, Tuscaloosa, AL</i> <p>The purpose of the session is to discuss the impact of an integrative curricular framework on upper elementary students and their attitudes about learning in math and science. Objectives include: (1) introducing STEAM (Science, Technology, Engineering, Arts, and Mathematics) framework (2) sharing how this framework has been implemented in one particular school, and (3) discussing ways to begin introducing STEAM practices into other programs. This session is ideal for practitioners, educators, and program administrators.</p>	

Wednesday Concurrent Sessions**9:45 – 11 a.m.****PLIMSOLL****Wednesday
9:45 - 11 a.m.****EDUCATING THE WHOLE FAMILY: EXPANDING EDUCATION THROUGH A MULTI-GENERATIONAL LEARNING ENVIRONMENT IN SOCIOECONOMIC DISADVANTAGED COMMUNITIES***Hannah E. Adams, Therapist, Atlanta, GA and John Kennebrew, LPC, Executive Director, Showcase Group, Atlanta GA*

Educators will learn to implement a higher level of learning within lower socio-economic African American communities by creating an educational and community based team to support students' progress through school. Educators will learn to use practical application to define learning and support roles for the student and the family. This will include defining school responsibility and expectations, defining an educational and emotional support system, as well as aligning community resources to provide the guidance necessary for youth to reach educational success.

Break - Visit the NYAR Exhibitors**11 – 11:15 a.m.****Wednesday Concurrent Sessions****11:15 a.m. – 12:30 p.m.****HARBORSIDE CENTER EAST & WEST****"HIDE AND SEEK": POSITIONING THE HIDDEN CURRICULUM TO LEAD TO SERVICE, EQUITY, EXPECTATIONS AND KNOWLEDGE***FEATURED SPEAKER: Keith Brown, "Mr. I'm Possible," 20/20 Enterprises, Fayetteville, GA*

In this engaging hands-on presentation, Keith L. Brown, challenges the paradigm as it relates to the widely known and accepted idea of the "Hidden Curriculum," which in essence refers to the unwritten, unofficial and often unintended lessons, values and perspectives that students of color in particular and many others in general learn in school. Using group collaboration and team building, Keith illustrates how the physical, mental, emotional and cultural make-up of individuals can be altered to close not only the "achievement gap" but the "ambition gap" as well. He also presents real life examples to further highlight why youth advocates must remove societal blinders and enhance Service, Equity, Expectations and Knowledge (SEEK) in all students, especially those cast away due to their "at-risk" status.

Wednesday Concurrent Sessions**11:15 a.m. – 12:30 p.m.****BALLROOM A****Wednesday
11:15 - 12:30 p.m.****MEETING THE NEEDS OF ALL CHILDREN IN A KNOWLEDGE AND TECHNOLOGICAL RICH WORLD***FEATURED SPEAKER: Steven W. Edwards, CEO, Edwards Educational Services, Inc., Alexandria, VA*

The world is changing at a rapid pace and our schools must adapt to keep pace with these changes. This session will focus on the learning environment that needs to be in place to meet the academic, social, and behavioral needs of all children in the 21st Century school setting. Participants will leave with concepts and skills that they can immediately implement in their setting.

BALLROOM B**Wednesday
11:15 - 12:30 p.m.****CULTURALLY RESPONSIVE COMMON CORE: A FRAMEWORK FOR MULTICULTURAL EDUCATION BEYOND WHAT YOU CAN SEE AND EVEN WHEN YOU CAN'T SEE DIVERSITY—EVERY SCHOOL IS DIVERSE***FEATURED SPEAKERS: Breyan Haizlip, The Haizlip Group, LLC, Licensed Professional Counselor, Statesboro, GA, and Adam Haizlip, The Haizlip Group, LLC, Certified Cultural Responsivity Trainer for Educators, Statesboro, GA*

Our goal is to move individuals and organizations toward philosophical and practical change in support of multiculturalism. Participants will learn to employ strategies grounded in principles of equity and inclusion, regardless of the demographic make-up of the school. In this interactive, challenging, and engaging presentation, we will focus on: (1) facilitating new levels of consciousness regarding unconscious bias, diversity, inclusion, equity, and organizational change; and (2) empowering participants to become catalysts for equity and inclusion-oriented education.

BALLROOM D**Wednesday
11:15 - 12:30 p.m.****RESTRUCTURING OF A PRIORITY ALTERNATIVE SCHOOL: A CASE STUDY EXAMINING ALTERNATIVE SCHOOL CHANGE***Beth Bradley, Title I Alternative High School Principal, Iredell-Statesville Schools, Statesville, NC, and Richard Armstrong, Jr. Assistant Superintendent of Operations & Athletic Director, Iredell-Statesville Schools, Statesville, NC*

The components of a successful alternative school continuum are discussed including Positive Behavior Intervention and Support and the American School Counseling Association Model. Restructuring an alternative education continuum in one school district is analyzed by reflecting on the collaboration of district level and site level administration through the use of the decision analysis tool known as Tregoe. A continuous improvement model formatted through priority school indicators and school improvement planning outlines the case study approach to reflect on this alternative school's journey toward restructuring. The researcher provides insight into the leadership process of alternative school change through the lens of the RPTIM model of professional development.

Wednesday Concurrent Sessions 11:15 a.m. – 12:30 p.m.	
BALLROOM E Wednesday 11:15 - 12:30 p.m.	<p>FLIP THE PRISON: USING A HOLISTIC, INTERDISCIPLINARY APPROACH TO TRANSFORM CLOSED PRISONS AND ADJUDICATED YOUTH</p> <p><i>Debby Hanmer, Assistant Professor, University of North Carolina at Pembroke, Pembroke, NC; Noran Sanford, Clinical Social Worker, Growing Change; Jason Hutchens, Assistant Professor and Chair of the Department of Mass Communication, University of North Carolina at Pembroke, Wyndmoor, PA; and Michael Menefee, Thomas Family Distinguished Professor of Entrepreneurship, University of North Carolina at Pembroke, Wyndmoor, PA</i></p> <p>Flip the Prison: Is a collective Impact Model for transforming closed prisons into farms and educational centers utilizing mental health therapy, youth-focused, sustainable agricultural entrepreneurship and service learning to stabilize adjudicated youth in the community. Of interest to educators, mental health clinicians, veterans, community leaders, clergy, and entrepreneurs.</p>
BALLROOM F Wednesday 11:15 - 12:30 p.m.	<p>THERAPEUTIC BEHAVIOR MANAGEMENT: REDUCING SUSPENSION AND IMPROVING AVAILABILITY TO LEARNING THROUGH EFFECTIVE CRISIS INTERVENTION</p> <p><i>Steve B. Parese, Speaker and Author, SBP Consulting, Inc., Danbury, NC</i></p> <p>School safety depends upon staff who can make good judgment calls during critical situations. To be effective, staff need a therapeutic but practical model to guide behavioral interventions. This workshop offers teachers and support staff a common framework for decisions in crisis. It explores two psychological sources of problem behaviors, then offers specific strategies for preventing and managing each.</p>
SCARBROUGH 1 Wednesday 11:15 - 12:30 p.m.	<p>SUCCESS PREP ACADEMY: AN INNOVATIVE SCHOOL'S FORMULA FOR CLEARING THE HIGH HURDLE OF LOW EXPECTATIONS</p> <p><i>Linda D. Harper, Secondary School Educator, Valdosta, GA</i></p> <p>Success Prep Academy supports the National Youth-At-Risk Conference's "5H" Strands: Head, Heart, Hands, Health, and Home. The presentation shows how the meshing of these strands, indicative of protective factors, will undoubtedly ensure the success of students learning in an alternative education setting. By showing the success of a program that embraces best practices, it is our hope that the traditional, punitive approach to alternative education will be critically reviewed.</p>
SCARBROUGH 2 Wednesday 11:15 - 12:30 p.m.	<p>INCREASE YOUR GRADUATION RATE: IMPLEMENT A DATA-DRIVEN CASE-MANAGEMENT TEAM FOR "AT-RISK" STUDENTS</p> <p><i>Beth M. Hinshaw, School Certified Social Worker, Caldwell County Schools, Lenoir, NC; John Michael Peake, Principal, Caldwell County Schools, Lenoir, NC; David Colwell, Principal, Caldwell County Schools, Columbia, SC; Pam M. Barber, School Nurse, Caldwell County Schools, Lenoir, NC; and Tamara Dillard, Caldwell County Schools, Lenoir, NC</i></p> <p>Empower students to become invested, taking ownership of their education and future. A high-performing, high-poverty school system discusses how they moved the needle on increasing graduation rates to 91% or better. Focused on a data-driven model of a case-management team approach, they share practical strategies for principals, counselors, social workers, data managers, and other support staff to achieve extraordinary results.</p>
SCARBROUGH 3 Wednesday 11:15 - 12:30 p.m.	<p>THE GEORGIA STATE UNIVERSITY EARLY COLLEGE PROGRAM: A PRACTICE IN STUDENT SUCCESS AND RELEVANCE</p> <p><i>Tene Davis, Associate Director, Georgia State University, Atlanta, GA; Kalisha Woods, Early College Liaison and Graduate Teaching Assistant, Georgia State University, Atlanta, GA; Cedrick Dortch, Graduate Research Assistant, Georgia State University, Atlanta, GA; and Chloe Jackson, Lead Study Coach, Georgia State University, Atlanta, GA</i></p> <p>The session will present specific programmatic strategies implemented within the Georgia State University Early College program that have successfully produced over 600 attendees and graduates of the program. The session will demonstrate the effective partnership between secondary and postsecondary educational entities that has resulted in a 99% high school graduation rate and an 87% college attendance rate.</p>
SCARBROUGH 4 Wednesday 11:15 - 12:30 p.m.	<p>THE YOUTH HEALTH SUMMIT, NORTH CAROLINA: A UNIVERSITY-COMMUNITY PARTNERSHIP TO PROMOTE HEALTH AMONG RURAL YOUTH</p> <p><i>Janie Canty-Mitchell, Registered Nurse, University of Texas Health Science Center San Antonio, San Antonio, TX and Musarrat Nahid, Research Associate, University of Texas Health Science Center San Antonio, San Antonio, TX</i></p> <p>Learn how to build partnership with educators, researchers, and practitioners in order to develop educational programs, such as the Youth Health Summit: a university initiated program undertaken in collaboration with schools and healthcare organizations to promote mental and physical health and create awareness about HIV/AIDS, substance abuse, teen pregnancy, and other hazards among rural middle school students in North Carolina.</p>

WEDNESDAY. MARCH 4, 2015

Wednesday Concurrent Sessions 11:15 a.m. – 12:30 p.m.	
PERCIVAL Wednesday 11:15 - 12:30 p.m.	AN INTRODUCTION TO GUIDED IMAGERY TECHNIQUES FOR AT-RISK-YOUTH <i>Tina Thomas, More Than Conquerors, Inc, Gregg Johnson, More Than Conquerors, Inc, Conyers, GA</i> <p>Guided imagery is a creative and effective tool to use to help increase motivation and decrease mental barriers to success. It is an excellent tool to use with at risk youth to improve cognitive and psychological functioning. The presentation will teach participants three components of guided imagery: relaxation techniques, visualization techniques and script writing. The presentation will be informative and enhance the participants' creative process.</p>
SAVANNAH Wednesday 11:15 - 12:30 p.m.	PSYCHO-EDUCATIONAL LIFE SKILLS TRAINING FOR YOUTH AND PARENTS: CHANGING LIVES THROUGH DIVERSION, INTERVENTION AND MOTIVATIONS FOR CHANGE <i>Laurie A. Garo, Executive Director, Mind, Body & Soul, Inc., Charlotte, NC and Shante Vines, CEO, Urban Thoughts Inc., Charlotte, N C</i> <p>Our presentation addresses the needs of youth from mentally and emotionally challenged life situations or involved in alternative education, truancy court, or juvenile justice. We describe our unique adaptation of Cognitive Behavioral and Social Constructionist Models of behavior change via psycho-educational life skills workshops and group treatment, then illustrate program sustainability through non-profit partnership, funding strategies, data collection and outcomes measurement/documentation.</p>
SLOANE Wednesday 11:15 - 12:30 p.m.	CAN I GET PREGNANT IN A HOT TUB? TEXTING FOR SEXUAL HEALTH <i>Kennon Jackson Jr., Program Manager, APPCNC, Durham, NC</i> <p>Text messaging is an integral tool for adolescents. Over 75% of teens use text messaging on a regular basis. By embracing text messaging, organizations can augment existing teen pregnancy prevention and STI/STD reduction programs to connect with teens. These adolescents can then receive medically-accurate and up-to-date information about sexual health and related topics from certified health educators focusing on the specific needs of the community (e.g., Hispanic/Latino, LGBTQ, etc.)</p>
VERELST Wednesday 11:15 - 12:30 p.m.	BUILDING A CULTURE OF HOPE FOR "AT-RISK" STUDENTS <i>Emily Louise Gibson, Professional Development Provider and Teacher-Consultant, Ukiah, CA and Robert D. Barr, Scholar and Author, Boise State University, Boise, ID</i> <p>Presenters will share research on the school culture differences found between high-performing and low-performing high-poverty schools. Participants will learn about Building a Culture of Hope and the four Seeds of Hope. After learning explicit steps and strategies for collecting and using survey data, participants will practice using surveys to assess components of school culture and develop additional survey questions relevant to individual circumstances.</p>
VERNON Wednesday 11:15 - 12:30 p.m.	HOW TEACHERS CAN USE STORYTELLING IN THE CLASSROOM TO ENHANCE LITERACY SKILLS <i>Chang'aa Mwetii, Associate Professor, University of Minnesota, Duluth, Duluth, MN</i> <p>To improve oral language, reading comprehension, and writing, teachers can use storytelling in classrooms as an effective pedagogical strategy woven into instruction to increase students' competencies in all areas of learning. Storytelling in classrooms breaks abstract concepts into concrete. Even the most reluctant reader or writer will be motivated when engaged in storytelling activities that enhance the use of creativity and imagination. Learn storytelling tips and techniques for motivating underachieving students. Examine ways in which stories can illustrate and reinforce concepts—and through listening and re-telling—improve students' oral skills and comprehension. Dr. Chang'aa presents storytelling workshops across the country and his humorous presentations touch audiences of all ages.</p>
PLIMSOLL Wednesday 11:15 - 12:30 p.m.	HOW TO COMBAT A RISING TREND IN STUDENTS: ARTIFICIAL MATURITY <i>Alyse Whitley, Development Coordinator, Growing Leaders, Norcross, GA</i> <p>This session addresses the latest trends from Generation iY, (the latest batch of Generation Y) and how their style will impact the school campus, communities and corporate America. Designed for teachers interested in students' social-emotional development, the session introduces principles from Habitudes®: Images That Form Leadership Habits and Attitudes, each based on an image, a conversation and an experience. The resource and session are based on sociological research that describes this generation as EPIC: Experiential, Participatory, Image-rich and Connected. Understanding this data prepares educators to evaluate their current pedagogy and curriculum, and implement more relevant character education curriculum. Throughout this session, attendees will also have a chance to engage with one another and share ideas on practices they can use both in and out of the classroom to cultivate students' emotional intelligence, character, and leadership.</p>

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Keynote, Pre-Conference and Featured Speaker Bio's



FEATURED SPEAKER: Timothy Allen, Gilead Group Consulting, Dorchester, MA

Timothy Allen is a nationally recognized lecturer on urban issues. For more than 20 years, he has worked with high-risk youth and their families. He has pioneered strategies to assist youth in re-integrating

into their home communities and has designed and delivered trainings for families to help them support their children. His innovations have caught the attention of law enforcement agencies, schools, community-based organizations, and faith-based organizations, for which he is a regular speaker, trainer and consultant.



FEATURED SPEAKER: Joanne Billingsley, Educational Consultant, Former Regional Texas Teacher of the Year, San Antonio, TX

Joanne Billingsley, a former Texas Teacher of the Year, is a consultant, author, keynote speaker and lecturer. After a career as a classroom teacher, she founded Billingsley

Education in 2007. She is renowned for delivering seminars that guide teachers in creating brain-friendly, language-rich, interactive classrooms. An expert on the "Middle School Mindset" she is passionate about working with and inspiring teachers and students. In addition, Joanne is an international presenter for the Bureau of Education & Research and the Greenleaf Brain Institute.



KEYNOTE SPEAKER: Jane Bluestein, Speaker/Consultant, Instructional Support Services, Inc., Albuquerque, NM

Dr. Bluestein specializes in programs and resources geared to provide practical and meaningful information, training and hope in areas related to relationship building,

effective instruction and guidance, and personal development. Much of her work focuses on interactions between adults and children, especially children at risk. Her down-to-earth speaking style, practicality, sense of humor, and numerous stories and examples make her ideas clear and accessible to her audiences.



FEATURED SPEAKER: Jackie Brewton, CEO of MotivationN3D, Smyrna, GA

Jackie Brewton traded in "success" for "significance" in 2001 when she walked away from a thriving career in corporate America to dedicate her life to helping teens make good choices. She is a graduate of

Furman University, the Founder and CEO of MotivationN3D, a motivational speaking company, and travels around the country and abroad inspiring youth to dream bigger DREAMS, make better DECISIONS and walk into their DESTINIES.



FEATURED SPEAKER: Keith Brown, "Mr. I'm Possible," 20/20 Enterprises, Fayetteville, GA

Named a "World Class Speaker" and one of the top speakers and consultants in Education by "Insight Publishing," Keith empowers hundreds of thousands of people annually, many of whom are in colleges,

schools, school systems, supplemental education agencies, family advocacy agencies, foundations, government agencies, Faith Based Institutions and private events. Keith is the author of "not impossible- I'M POSSIBLE" for students, young adults, and families, "Thinking It and Then Inking It," and co author of "Conversations on Success," featuring Jack Canfield.



KEYNOTE SPEAKER: Geoffrey Canada, American Social Activist and Educator, Harlem Children's Zone, New York City, NY

Geoffrey Canada is renowned around the world for his pioneering work helping children and families in Harlem, and as a thought leader and passionate advocate

for education reform. Mr. Canada has written two books: *Fist Stick Knife Gun: A Personal History of Violence in America* (1995; reissued as a graphic novel in 2010) and *Reaching Up for Manhood: Transforming the Lives of Boys in America* (1998). A strong voice in public debates on education, he also has written for a number of publications, including op-eds for *The New York Times* and *Daily News*; gave a TED Talk on our failing schools and the need for innovation that was broadcast on PBS; and has spoken to audiences around the world about what it takes to help children succeed, from evaluation to early childhood education and beyond.



PRE-CONFERENCE & FEATURED SPEAKER: Steven W. Edwards, Ph.D., President, CEO, Edwards Educational Services, Inc., Alexandria, VA

Dr. Edwards is a nationally recognized keynote speaker, facilitator and trainer regularly featured as a content expert on

television and radio with appearances on CNN on topics such as school safety, school climate and reform and strategic planning. Throughout his twenty-eight year professional career, Dr. Edwards has published numerous articles on school reform, and has authored a book, which outlines the implementation of the Student Assistance Center. Currently, Dr. Edwards is President and CEO of Edwards Educational Services, where he oversees educational initiatives both nationally and internationally.



FEATURED SPEAKER: Dawn Gafa-Davis, Professional Secondary Teacher, Hazel Park High School, Hazel Park, MI

Dawn Gafa-Davis has been a Mathematics and Science teacher at the high school level for 14 years, teaching 7 different subjects during that time. She has a Master's degree

in Education and worked in the automotive industry prior to becoming a teacher. She has served on the district curriculum council and school improvement committees, continually striving to help all students learn.



FEATURED SPEAKER: Katie Greer, CEO, KL Greer Consulting, South Burlington, VT

Katelyn Greer has presented at hundreds of schools, organizations, and conferences (law enforcement and otherwise) in the past 7 years. Katie was named as an Advisory Board Member for The Internet Keep Safe Coalition

(iKeepSafe), a nonprofit international alliance of policy leaders, educators, law enforcement members, technology experts, public health experts and advocates that creates positive resources for parents, educators and policymakers who teach youths how to use new media devices and platforms in safe and healthy ways.

Keynote, Pre-Conference and Featured Speaker Bio's



FEATURED SPEAKER: Adam Haizlip, The Haizlip Group, LLC, Certified Cultural Responsivity Trainer for Educators, Statesboro, GA

Adam Haizlip has over a decade of direct experience as an Urban Youth Educator, the presenter's academic training and research is

focused on advancing multicultural education and developing strategies for teachers, school administrators, and families. Adam is the co-founder of The Haizlip Group, LLC, which offers training, coaching, counseling, and consulting services for some of the largest school districts in the country who employ the Cultural Responsivity Training for Educators (CRTE) Curriculum to leverage the learning experience that diversity offers the school community.



FEATURED SPEAKER: Breyan Haizlip, The Haizlip Group, LLC, Licensed Professional Counselor, Statesboro, GA

Dr. Haizlip has been described as, "an educator that models bravery as she brilliantly facilitates a culturally affirming

environment that challenges candid dialogue surrounding the most taboo issues in culture in her presentations..." by the National Center for Multicultural Education. Her repertoire of international and national presentations and publications in the areas of multicultural counseling research, cultural responsivity, gender and racial intersectionality, and social justice advocacy as a conduit for educational reform, has guided her work in higher education and community settings for over a decade.



FEATURED SPEAKER: Jeremiah Hopes, Founder, The Center of Hope, Licensed Professional Counselor, Georgia Licensed Clinical Addictions Specialist, and Certified Advanced Alcohol and Drug Counselor, Charlotte, NC

Jeremiah Hopes holds a Master of Science degree in Counseling from the University of North Carolina at Greensboro. He is experienced in working with college students, young adults, adolescents, children and families. He is a Licensed Professional Counselor in North Carolina and Georgia, a Licensed Clinical Addictions Specialist in North Carolina and a Certified Advanced Alcohol and Drug Counselor in Georgia.



FEATURED SPEAKER: HOTEP, Educational Success Strategist, Author, Trainer, Atlanta, GA

Hotep is president of HustleUniversity.org. He is a Congressional Award-winning educator widely known for his unique approach to teaching leadership,

entrepreneurship and social/ financial ethics by inspiring a love for learning and motivating youth to think critically and act responsibly. He is an Urban Education Specialist, and has developed a reputation for requesting the most troubled students and transforming them into willing participants in their own education. Hotep has been using his unique methodology to reach learners and enhance performance for over a decade. He calls it "Education through Inspiration". He further assures that ANY educator can master this technique to reach ALL children from EVERY background.



FEATURED SPEAKER: Frank Kros, President, The Upside Down Organization, Baltimore, MD

Frank Kros is a career child advocate, who has served as a childcare worker, child abuse investigator, children's home administrator, consultant, college professor, attorney, writer

and speaker. Certified in applied educational neuroscience, Frank currently serves as president of The Upside Down Organization and executive vice president of The Children's Guild, one of the largest private providers of special education services in Maryland.



PRE-CONFERENCE SPEAKER: Jason LaFrance, Ed.D., Director, Georgia Southern University Center for Educational Leadership and Service, Statesboro, GA

Frank Kros is a career child advocate, who has served as a childcare worker, child abuse investigator, children's home administrator,

consultant, college professor, attorney, writer and speaker. Certified in applied educational neuroscience, Frank currently serves as president of The Upside Down Organization and executive vice president of The Children's Guild, one of the largest private providers of special education services in Maryland.



FEATURED SPEAKERS: Eric Landers, Co-Director, National Youth-At-Risk Center, Associate Professor, Georgia Southern University, Statesboro, GA

Dr. Eric Landers earned his Ph.D. from the University of Florida with an emphasis on children with Emotional and Behavioral

Disorders (EBD). He has worked as a classroom teacher for students with EBD, a professor at West Virginia University and Georgia Southern University, and as an independent consultant for supporting school-wide behavioral systems. Dr. Landers has given hundreds of presentations and authored more than a dozen publications regarding bullying, responding to challenging behaviors, teacher job satisfaction, and school-wide PBIS. He is the Co-Director of the National Youth-At-Risk Center at Georgia Southern University and the founder/director of the Southeast Conference on Positive Behavior Intervention and Supports. Dr. Landers is also the creator of My-Behavior-Resource.com, a free online behavior resource for schools and MyBaseSystem.com, a comprehensive Rtl data management system.



FEATURED SPEAKER: Daryl Macaluso, Corporal, Gang Resistance Education And Training, Durham Police, Durham, NC

Daryl Macaluso was featured in the North Carolina Justice Academy 2006 training video on gangs. He has spent four years as a School Resource Officer in middle and

high schools and teaches Gang Resistance Education and Training as well as supervises Durham's G.R.E.A.T. unit. He is the South Eastern Representative for the International Latino Gang Investigators Association and a member of the following associations: National Gang Investigators Association, East Coast Gang Investigators Association, North Carolina School Resource Officer Association, and North Carolina Gang Investigators Association.

Keynote, Pre-Conference and Featured Speaker Bio's



FEATURED SPEAKER: Amber McKeen, Child Abuse Prevention Trainer, Stephanie V. Blank Center for Safe and Healthy Children, Atlanta, GA

Amber McKeen, is the Child Abuse Prevention Trainer at the Children's Healthcare of Atlanta Stephanie V. Blank

Center for Safe and Healthy Children. In this role, she develops and implements child maltreatment prevention programs; she also creates and delivers multidisciplinary training sessions on various child maltreatment topics, including the commercial sexual exploitation of children. She is the creator and director of the Center's webinar online education program and in her time at Children's has educated more than 20,000 professionals and community advocates. She also serves on several committees with a focus on planning child abuse prevention initiatives.



PRE-CONFERENCE SPEAKER: Grant Rivera, Chief Leadership & Learning Officer for Cobb School District, Atlanta, GA

Grant Rivera, Ed.D., is currently the Chief Leadership & Learning Officer for Cobb School District, Atlanta, GA and was formerly a principal from Cobb County, Georgia. As

an award-winning principal, he has a record of turning around schools on the "needs improvement" list by engaging families and the community in school improvement processes such as discipline prevention and student achievement.



FEATURED SPEAKER: Caryn Ross, Professional Secondary Teacher, Hazel Park High School, Hazel Park, MI

Caryn Ross has been a French and Language Arts teacher for 22 years at both the high school and middle school levels. She has a Master's and Specialist's degree in

Educational Leadership and it was through these degrees that she started connecting data and research into her classroom and why she designed school-wide interventions to improve student learning. Through research and assessment comparisons, she believes strongly in the necessity of Active Learning for students to connect with and engage in their learning.



FEATURED SPEAKER: Rajni Shankar-Brown, Associate Professor and Jessie Ball duPont Chair of Social Justice Education, Stetson University, Deland, FL

Dr. Rajni Shankar-Brown is an Associate Professor of Social Justice Education and the Director of Graduate Education Programs

in the Department of Education at Stetson University. She is a passionate teacher-scholar and internationally known expert on poverty and homelessness. She has facilitated workshops for thousands of educators and presented around the globe. She has published in leading journals and received numerous awards for her innovative leadership and ongoing community engagement. She is the current President of the AAUP Stetson Faculty United and the Past-President of the North Carolina Professors of Middle Level Education (NCPOMLE) organization. Through her research, scholarship, and service, Dr. Shankar-Brown is committed to positively impacting the lives of at-risk students from socially marginalized groups, particularly children experiencing poverty and homelessness.



FEATURED SPEAKER: LaMarr Darnell Shields, President, Co-Founder, Senior Director of Education and Innovation, The Cambio Group, Baltimore, MD

Dr. Shields is the President and Co- Founder of the Cambio Group, a social enterprise, designed to improve the life chances of

children, youth and families. As the Co-founder and Senior Director of Education and Innovation at The Cambio Group, Dr. Shields and his diverse team of experts takes an innovative approach to cultivating, customizing and advancing the mission, short and long-term goals of clients through education, arts and advocacy.



PRE-CONFERENCE & KEYNOTE SPEAKER: Marcia L. Tate, Founder and Educational Consultant of Developing Minds, Inc., Conyers, GA

Marcia L. Tate, EdD, is the former Executive Director of Professional Development for

the DeKalb County School System, Decatur, Georgia. During her 30-year career with the district, she has been a classroom teacher, reading specialist, language arts coordinator, and staff development executive director. She received the Distinguished Staff Development Award for the State of Georgia, and her department was chosen to receive the Exemplary Program Award for the state.



FEATURED SPEAKER: Jà Hon Vance, Educational Consultant and Vice President of Teaching and Learning, JV Educational Consultants Firm, Owings Mills, MD

Professor Vance is recognized both nationally and internationally for his savvy work with recruiting, educating, and graduating

African American male students in higher education, as well as, redesigning developmental education writing programs via the use of the Vance-Brooks Writing Model. Currently, he is using a zero budget to fully operate a structural learning community designed specifically for African American males to earn an Associates of Arts Degree in one year, while producing more than 2.5 million dollars in FTEs at Baltimore City Community College.



FEATURED SPEAKER: John Vandenburg, Program Developer, PLUS Program, Murrieta, CA

John Vandenburg works with schools, communities, and Tribal agencies across the country in developing strategies to address the critical issues impacting the

safety of our youth in and out of school. John is the author the PLUS Program (Peer Leaders Uniting Students), a nationally recognized youth development model utilized by schools and Tribal youth programs throughout America. John's work in schools and communities has led to several awards and recognitions. He received the Region 10 California League of High School Educator of the Year, was given a Lifetime Commitment Award by the Stop the Violence Foundation in Los Angeles, California and he received a Golden Bell Award for program development by the California School Board Association.

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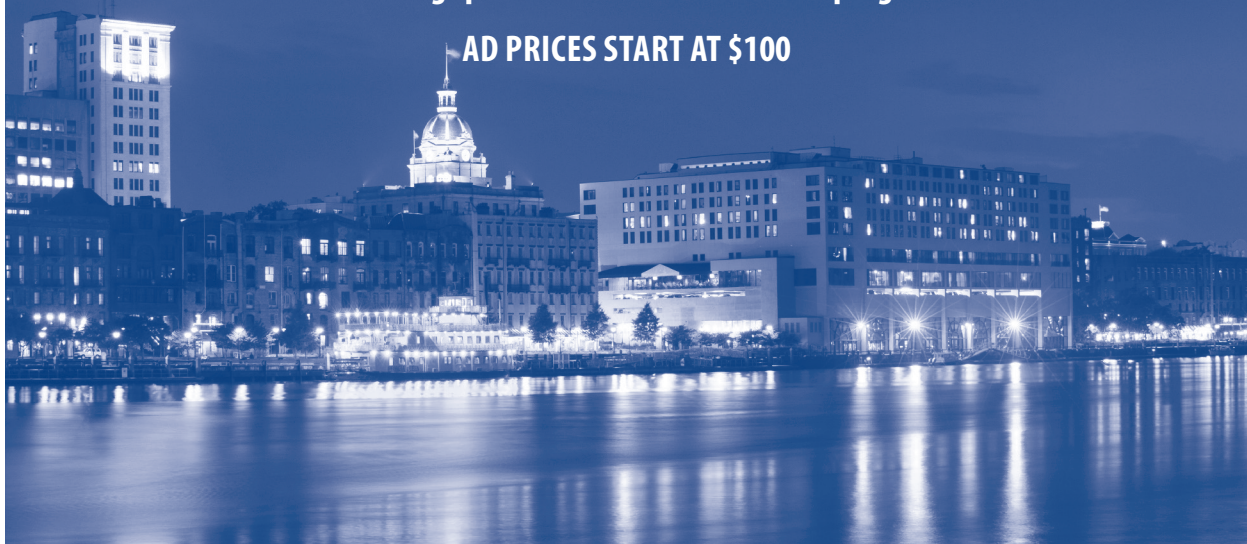
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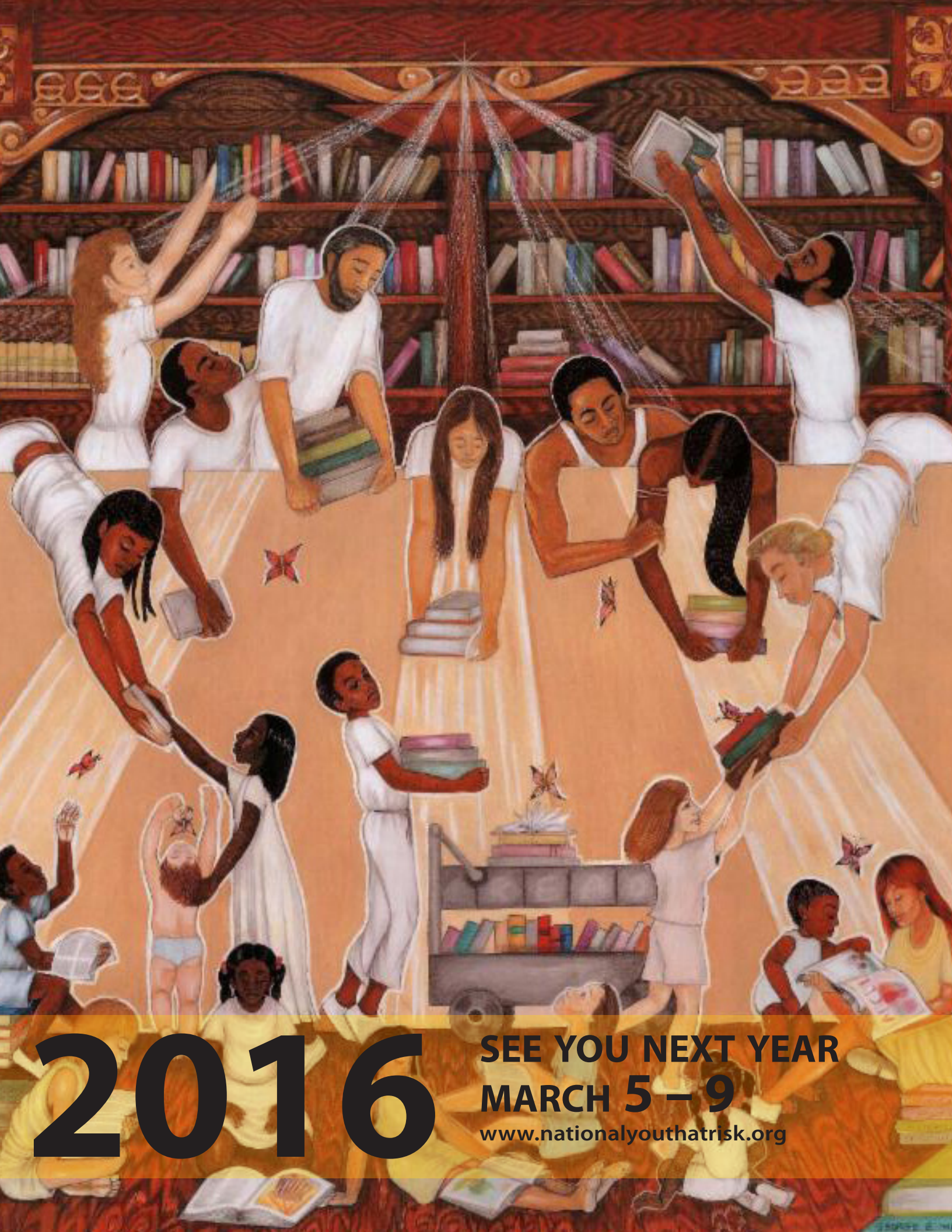


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